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ABSTRACT

The manual presents policies, procedures, and guidelines for special education in British Columbia. The following topics are addressed: philosophy and goals; service delivery models (planning, administration, coordination of services); division organization (organizational chart); financial management system (special programs funding, reporting structure, procedures and timelines); program guidelines for each of 15 classifications, including gifted, autistic, and Indian education; special health services (speech pathology); identification, assessment, and planning (suggested policy and procedures for individual psychoeducational assessment, selection and use of tests, individualized education programs); implementation/inservice; school-based administration, special programs, transportation; learning assistance (school based services to help provide a range of services to meet classroom needs); funding and placement for severely handicapped children; and ministry policy (support services for severely handicapped children, administration of medication, orientation and mobility instruction, and child abuse policy). (CL)

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SPECIAL PROGRAMS

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

Province of
British Columbia
Ministry of Education
SCHOOLS DEPARTMENT
DIVISION OF SPECIAL EDUCATION
VICTORIA, B.C.

EC170861

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TABLE OF CONTENTS

TABLE OF CONTENTS

	Page
MANUAL AMENDMENTS	1.1
INTRODUCTION	2.1
PHILOSOPHY AND GOALS	3.1
Philosophy of Special Education	3.1
Goals of Special Programming	3.2
Special Education Division Goals and Objectives	3.5
SERVICE DELIVERY MODELS	4.1
Service Delivery Model (Historical)	4.1
Service Delivery Model (Planning)	4.3
Recommended Service Delivery Model	4.4
Service Delivery Model (Administration)	4.6
Service Delivery - Coordination of Services	4.8
DIVISION ORGANIZATION	5.1
Special Education Division - Management/Administration	5.1
Special Education Services Branch	5.1
Special Education Administration Branch	5.2
Hearing Impaired and Speech Programs Branch	5.2
Program Coordinators	5.2
Organizational Chart	5.4
FINANCIAL MANAGEMENT SYSTEM	6.1
Special Programs Funding	6.1
Reporting Structure for Operating Budget Expenditures	6.3
Service Levels (Function 3)	6.4
Procedures and Time Lines	6.6
Special Programs Approval-Application Report Form-1002	6.8
Special Education - Program Definitions	6.10

. . . /2

Page

PROGRAM GUIDELINES 7.1

3.20 - Moderately Mentally Handicapped (T.M.H.). 7.1
3.21 - Severely and Profoundly Mentally Handicapped 7.5
3.22 - Physically Handicapped 7.9
3.23 - Visual Impairment 7.12
3.24 - Hearing Impairment 7.17
3.25 - Autistic 7.24
3.26 - Severe Learning Disabilities 7.29
3.27 - Mildly Mentally Handicapped (E.M.H.). 7.33
3.28 - Severe Behavior Problems 7.37
3.29 - Rehabilitation 7.41
3.30 - English-As-A-Second Language/Dialect 7.44
3.31 - Indian Education 7.47
3.32 - Gifted Education 7.50
3.33 - Hospital 7.54
3.34 - Homebound 7.57

3.13 SPECIAL HEALTH SERVICES 8.1

3.13.1 - Special Health Services-Speech Pathology 8.1
3.13.2 - Special Health Services-Other Programs 8.5

3.08 IDENTIFICATION, ASSESSMENT & PLANNING 9.1

3.08.1 - Assessment 9.1
Screening Assessment Model 9.2
3.08.2 - Purpose of Individual
Psychoeducational Assessment 9.3
3.08.3 - Suggested Policy for Individual
Psychoeducational Assessment 9.4
3.08.4 - Suggested Procedures for Individual
Psychoeducational Assessment 9.4
3.08.5 - District Level 9.6
3.08.6 - Selection and Use of Tests 9.6
3.08.7 - Qualifications of Test Administrators 9.7
3.08.8 - Resources/Assessment 9.8
3.08.9 - Programming 9.8
Individualized Education Programs 9.10

. . ./3

3.09 IMPLEMENTATION/INSERVICE 10.1

3.11 SCHOOL-BASED ADMINISTRATION 11.1

7.71 SPECIAL PROGRAMS TRANSPORTATION 12.1

1.04/2.04 LEARNING ASSISTANCE. 13.1

Definition 13.1
Identification 13.1
Service Delivery 13.2
Program 13.4
Program Personnel 13.5
Resources and Funding 13.6

FUNDING - PLACEMENT POLICY AND PROCEDURES -
SEVERELY HANDICAPPED CHILDRED. 14.1

MINISTRY POLICY. 15.1

MANUAL AMENDMENTS

Date	Amendment No.	Reference	Amended By

INTRODUCTION

INTRODUCTION

In British Columbia, as a matter of public policy, every child is entitled to an education. The Ministry of Education is the major agency through which the Government implements this policy. Specific responsibility under Section 155 of the School Act rests with locally-elected Board of School Trustees of the district in which the child is resident. The Act requires each school board to provide the basic educational program in a variety of settings, using teachers on either regular or special assignment.

Wherever possible, educational opportunities should be provided for children with special needs by the usual method of enrolling a child in a school and in a program since there is immense value to be derived from having a handicapped child participate in some of the activities of a regular classroom. Not only does the child benefit, but so do his peers. When this is not possible, alternate strategies must be developed.

The Special Education Division supports realistic and practical application of the enclosed "cascade model of service delivery to exceptional children" based upon philosophy, goals, objectives and comprehensive plans for special education.

The Special Education Division supports placement of exceptional children in the least restrictive environment according to the needs of the child and available resources.

This manual is intended to assist those whose task is to develop, implement, modify, assess and monitor programs and services for exceptional children. It should be noted that the Division is aware of a contradiction between the philosophy and the guidelines for funding programs. Nevertheless, we must present the funding guidelines in a categorical manner in order to secure the necessary resources through the new Financial Management System.

There has been valuable input from the field in the form of consultation, school district documents of various kinds and information from a number of associations concerned with exceptional children. The Division is grateful for these contributions to the production of this revised manual.

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PHILOSOPHY AND GOALS

PHILOSOPHY OF SPECIAL EDUCATION

Special education shares the basic purpose of all education: the optimal development of individuals as skillful, free, and purposeful persons, able to plan and manage life and to realize highest potential as individuals and as members of society.

The philosophy, goals and objectives of the Special Education Division rest on the following beliefs:

(a) All children should be afforded opportunities to develop their full potential.

(b) Education is a responsibility shared by the Ministry of Education, Boards of School Trustees, and parents, each having primacy for some areas of the child's education while sharing mutual responsibility in other areas.

(c) Special Education programs and services are based on the assumption that every child has the fundamental right to an education regardless of the child's potential.

(d) Individualized educational programs for children with special needs should be developed based on the child's strengths and needs rather than on generalized labels or categories.

(e) Children with special needs should be provided services within the framework of general education and in the least restrictive environment possible within available resources and that will allow for the achievement of their specified learning goals.

(f) Special Education is an extension of regular curriculum, modified as necessary to meet the unique needs of each student.

Specifically, the Special Education Division believes that all exceptional children should be provided with planned experiences so that each child, to the extent of his/her capacity, may:

- experience success and acceptance and develop a sense of worth
- develop respect and tolerance for others
- enjoy the act of learning as a life-long process
- acquire, use and master communication and computation skills
- develop critical and creative thinking abilities
- acquire knowledge and skills in the recreational, physical and cultural domains
- acquire knowledge and necessary skills to function effectively in a complex society
- develop the ability to cope with the changing demands of society

GOALS OF SPECIAL PROGRAMMING

The major goal of special programming is to provide continuous quality programs designed to meet the unique needs and abilities of all exceptional children in as normal an environment as possible.

All efforts related to special programming carry the responsibility for commitment to the total child to strengthen the normal aspects of his/her development.

All efforts related to meeting the needs of exceptional children carry the responsibility of attempting to meet the goals and objectives of general education as set out by the Ministry of Education and the school system. There are, however, additional goals which should be emphasized:

(a) To foster, for exceptional children, the recognition that exceptional children are first of all children, and hence can profit from a continued association with all children.

(b) To foster, for exceptional children, the provision of the least restrictive and least segregating environment which results in as normal an educational experience as possible.

- To ensure provision for a continuum of educational settings appropriate to the changing needs of individual children.

- To foster the provision of a continuum of services varying in the degree to which children are removed from the regular class.

(c) To provide exceptional children with the basic rights of education commensurate with their capabilities and needs.

- To provide educational opportunities for exceptional children notwithstanding:

- Socioeconomic status.

- Cultural or racial origins.

- Physical capabilities.

- Intellectual capabilities.

- Emotional capabilities.

- Geographical location.

(d) To encourage and promote the development and provision of special services and programs which accommodate the strengths and needs of students and which take into account functional level of the children served.

(e) To foster the total development of all children by adapting the school system to their needs.

- To enlarge the capacity of the school system to serve educational needs.

- To attempt to understand and serve the individual needs of exceptional children as well as those more easily accommodated in the educational system.

- To create and maintain a total educational environment suitable for all children in cooperation with other agencies and the home.

(f) To encourage the development and provision of adequate educational support services in the schools of the Province.

- To maintain and encourage the development of high standards of curriculum for use in special programs.

- To encourage and maintain the utilization of the Core Curriculum of the Ministry of Education with appropriate modifications for meeting the needs of all exceptional children.

- To foster an awareness in others of the needs and abilities of exceptional students in order to make them accepted members of the community.

- To ensure that all exceptional children receive the best professional services available.

- To ensure that qualifications of special education teachers are constantly strengthened in accordance with recent educational developments.

- To ensure that authorities responsible for setting standards for teacher qualifications recognize that a competent teacher of exceptional children must also be able to demonstrate competency in regular education teaching and that special education teachers require additional preparation and training.

- To ensure that inservice education be constantly available to teachers of exceptional children so that they may keep abreast of new knowledge and tecniques in their very sensitive field.

(g) To encourage the provision of an active program of preparation and support to all teachers so that as many exceptional student as possible may remain in regular classes or return to regular classes from special programs.

(h) To promote and establish good working relationships with parents and community agencies so that services on behalf of exceptional children are cooperative and coordinated.

(i) To assist the total educational community in accepting the responsibility for preparing itself for maximum acceptance of children with a wide range of individual differences.

(j) To promote and encourage other agencies and ministries to provide essential non-educational support services for all exceptional children.

SPECIAL EDUCATION DIVISION GOALS/OBJECTIVES

To achieve their goals/objectives the Division of Special Education will:

(a) develop necessary policies, procedures and guidelines to implement provincial legislation, policies and the financial administration related to funding of programs for exceptional children;

(b) review, monitor and evaluate educational programs and services for exceptional children; to ensure accountability to established standards, guidelines and level of resourse allocations.

(c) assist school districts in the provision of all necessary special programs and special services;

(d) serve as liaison with other governmental and community agencies or organizations serving the needs of exceptional children.

(e) monitor program trends in British Columbia and other jurisdictions and provide leadership and consultation in the improvement of standards of practice.

(f) maintain a management information system on special programs in British Columbia.

(g) encourage the provision and development of appropriate curriculum adaptations and specialized materials for exceptional children.

(h) foster the professional development of teachers and administrators in school districts in relation to meeting the needs of exceptional children.

SERVICE DELIVERY MODELS

SERVICE DELIVERY MODEL (HISTORICAL)

The trend in the education of exceptional children has been one of progressive inclusion. In a period of less than one hundred years exceptional children have come from almost total neglect, first into residential settings, then into isolated community settings, and now into integrated or semi-integrated arrangements within the regular public school system.

In the 1960's there emerged an administrative model (a cascade or continuum of services model) for the organization of special education. The concept of a continuum of educational services is based on the belief that considering the wide range of types of handicapping conditions, the varying degrees of severity, and the fact that students will need different amounts and types of assistance at various age levels, many different combinations of assistance may be required.

The most common organizational schemes for the cascade model of special educational programming are the Reynolds model (1962), and Deno model (1970) (see Figure 1). These models emphasize the location or setting of special education programs. However, there is a growing recognition that not all specialized instruction needs a special place.

A more recent model, the Instructional Cascade (Reynolds and Birch, 1977, see Figure 1) proposes that regular classes be made more educationally diverse, with emphasis on moving specialized instruction into regular classroom settings. The view taken is that most students should begin their formal education in regular classes with special help. Students should be moved to specialized and limited settings only when required for their instructional program.

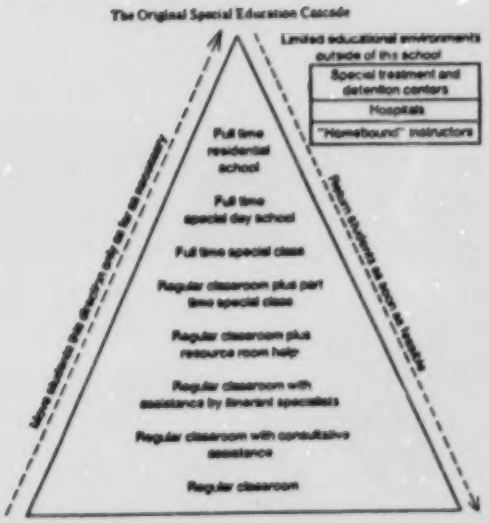
Several broad policies are espoused by this continuum model:

(a) to develop the capacity to conduct specialized forms of education in many settings, rather than in a few.

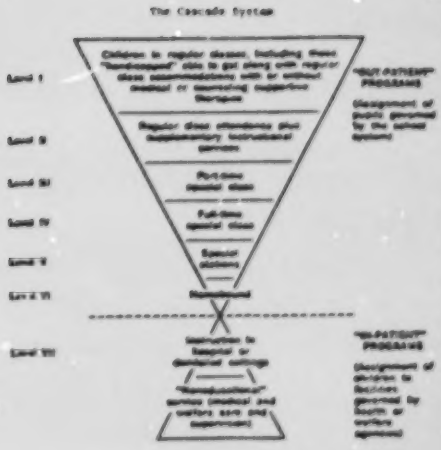
(b) to reinforce the consultancy role of specialists who must be prepared to share their expertise with other teachers, aides and parents.

(c) to develop school based responsibility for assessment, planning and instruction.

(d) to move towards a system of student descriptions based on instructional needs rather than in terms of abstract categories.


The Original Special Education Cascade
Limited educational environments outside of this school
Special treatment and detention centers
Hospitals
"Homebound" instructors
Full time residential school
Full time special day school
Full time special class
Regular classroom plus part time special class
Regular classroom plus resource room help
Regular classroom with assistance by itinerant specialists
Regular classroom with consultative assistance
Regular classroom

(Reynolds, 1962)



The cascade system of special education services. The tapered design indicates considerable difference in the numbers involved at the different levels and calls attention to the fact that the system serves as a diagnostic filter. The most specialized facilities are likely to be used by the fewest children on a long term basis. This organizational model can be applied to the placement of special education services for all types of disability.

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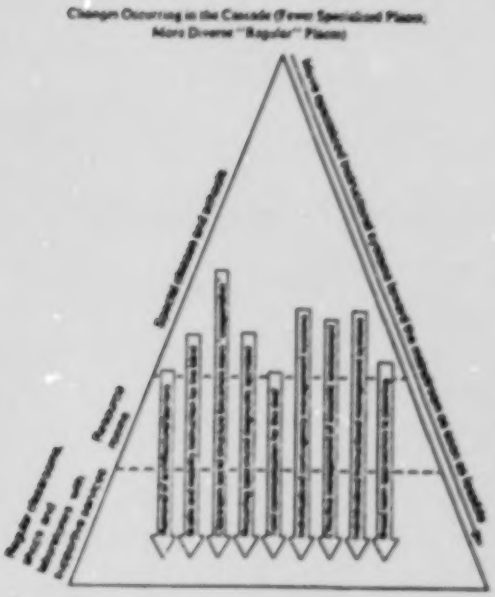
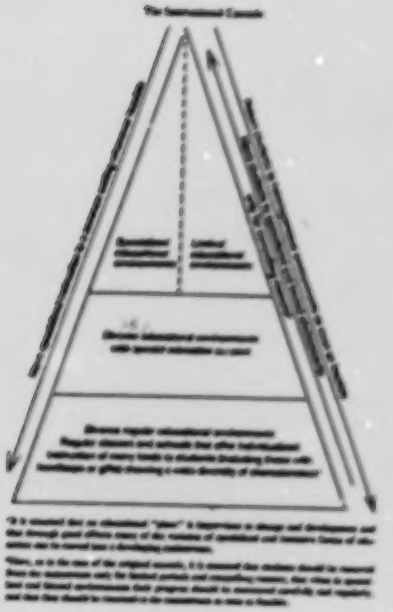
FIGURE 1
SSION OF SERVICE DELIVERY MODEL





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SERVICE DELIVERY MODEL (PLANNING)

Educational planning is a broad, comprehensive process for designing, implementing, and evaluating necessary changes in the educational system. It is a continuous, long range activity whose major purpose is to establish program goals and objectives and mobilize human and material resources to achieve those goals and objectives and evaluate the outcomes.

The key element is the art of establishing priorities. Problems must be analyzed objectively, alternatives weighed and choices made with a sense of balance and continuity that is reflected in the budget.

School districts are again encouraged by the Special Education Division to develop comprehensive plans for special programs/services. The endorsement of these plans by parents, teachers and trustees is seen as critical to the success of program initiatives.

Adjoining school districts are encouraged to cooperate and develop joint plans for the education of their exceptional students. School districts should work cooperatively with other agencies and boards to provide appropriate education for all students from the time they are eligible to enter the public school system. It should be recognized that educational services for some exceptional students may have to be delivered in conjunction with other ministries of government.

The service delivery model must be realistic and practical, with the provision of the least restrictive environment which is responsive to the needs of the child and possible within available resources.

RECOMMENDED SERVICE DELIVERY MODEL

The Recommended Service Delivery Model (see Figure 2) provides one way of organizing a continuum of service delivery, extending from placement in a regular class, with no need for special education, to special education as provided in settings that may be the administrative responsibility of non-school agencies.

Special education programs and services should be integral to the total educational enterprise within a school district and a means of extending the capacity of the system to service the educational needs of all students.

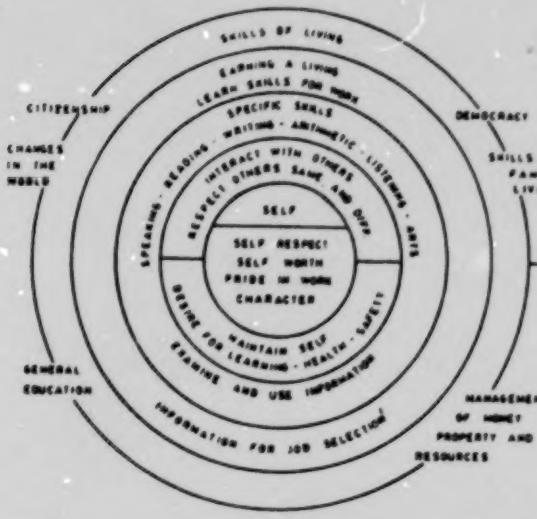
Education for exceptional students can be provided within a broad spectrum of administrative arrangements. Agreement is general that the students with special educational needs should be served in regular classrooms and neighbouring schools insofar as these arrangements are conducive to good educational progress, protect the stability of the home, school, and community relationships and enhance the self-concepts of exceptional children.

Special program placements, particularly those involved in separation from the community, school, and home life, should be made only for compelling reasons after careful study, and with the assurance that the placement is the least restrictive placement for the child. Special programming is not and should not be used as a catchall for children who are difficult to teach.

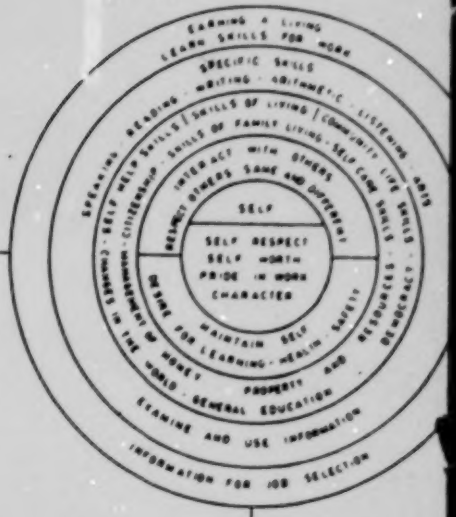
Programs designed to provide educational opportunities for exceptional students must not be viewed as static, for the measure must always be the progress of the exceptional student. For this reason all programs must contain plans to evaluate their effectiveness.

SPECIAL PRO
MODEL

PHILOSOPHY OF EDUCATION



PHILOSOPHY OF SPECIAL EDUCATION



D STUDENT RECEIVES A SPECIAL CURRICULUM FOR ALL INSTRUCTION

C STUDENT IS PLACED IN THE GENERAL CURRICULUM AND RECEIVES SPECIAL INSTRUCTION FOR SOME TASKS THAT SUPPLEMENT THE INSTRUCTION RECEIVED IN GENERAL CURRICULUM

B STUDENT IS PLACED IN THE GENERAL CURRICULUM AND RECEIVES SPECIAL INSTRUCTION FOR CERTAIN TASKS WITHIN THE CURRICULUM

A STUDENT IS PLACED IN THE GENERAL CURRICULUM FOR ALL INSTRUCTION

PERFORMANCE ON COGNITIVE AFFECTIVE PSYCHOMOTOR TASKS

OBJECTIVES BASED ON TASK PERFORMANCE

DECISIONS

1. WHAT GOALS AND HOW MANY OBJECTIVES WILL STUDENT NEED TO MEET THOSE GOALS ?
2. HOW INTENSIVE AND HOW EXTENSIVE WILL INSTRUCTION HAVE TO BE ?
3. WHAT TEACHERS AND MATERIALS ARE NEEDED BY STUDENTS ?

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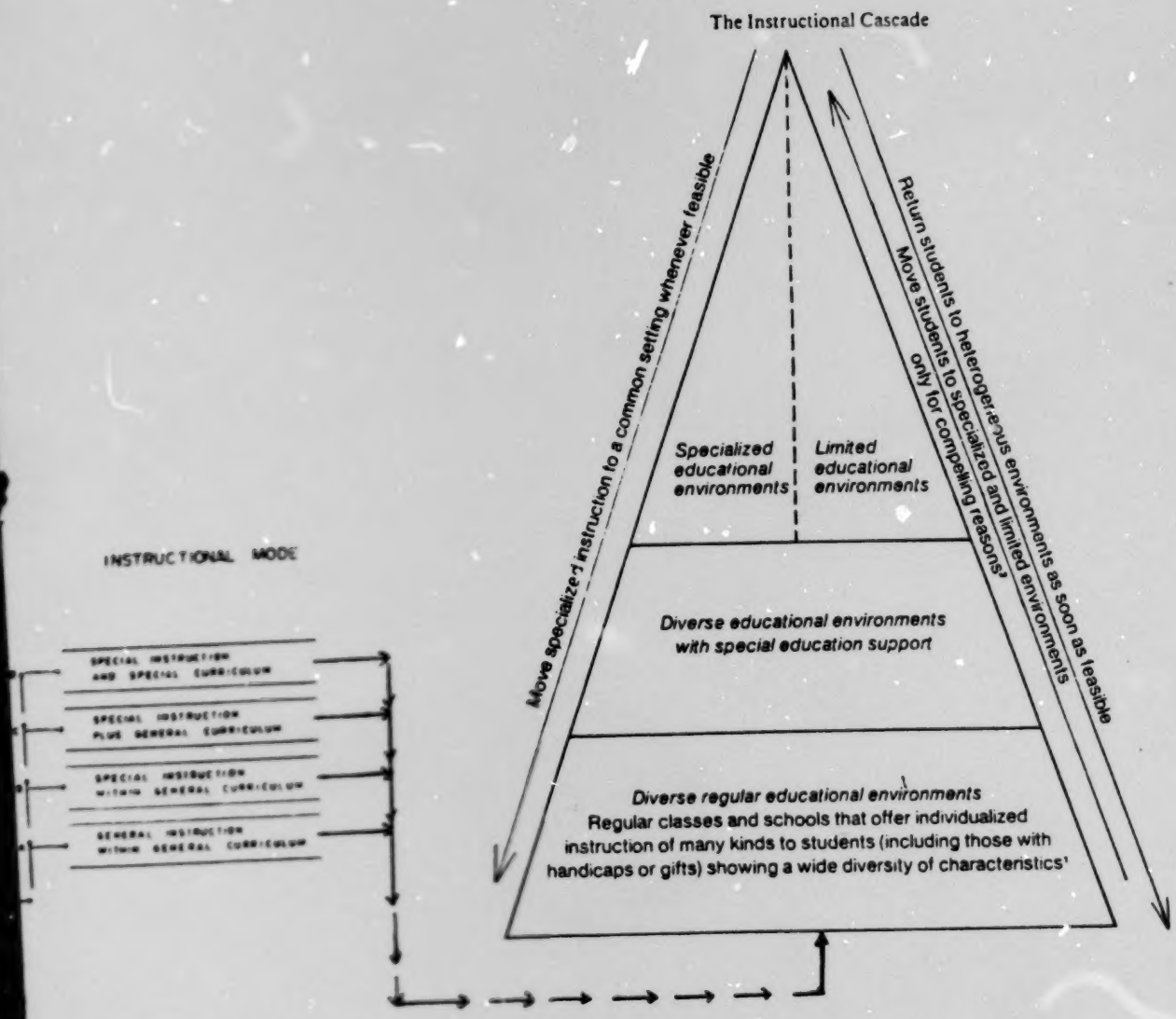
E 2
BRANCH RECOMMENDED
VICE DELIVERY


The Instructional Cascade
Move specialized instruction to a common setting whenever feasible
Return students to heterogeneous environments as soon as feasible
Move students to specialized and limited environments only for compelling reasons²
Specialized educational environments
Limited educational environments
Diverse educational environments with special education support
Diverse regular educational environments
Regular classes and schools that offer individualized instruction of many kinds to students (including those with handicaps or gifts) showing a wide diversity of characteristics¹
INSTRUCTIONAL MODE

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SERVICE DELIVERY MODEL (ADMINISTRATION)

The system of organization and administration developed for special education programs/services should be linked with regular education:

(a) to increase the capability of the total system to make more flexible responses to the changing needs of individual children and to the changing conditions in the schools and society.

(b) to permit all elements of the system to influence the policies and programs of the others.

Education for exceptional children should provide an administrative organization which will facilitate for exceptional children the opportunity to achieve the educational goals defined for all children. This purpose can be achieved through structures that are compatible with those employed by regular education.

The responsibility for administering special education programs/services should be clearly defined so that accountability for service effectiveness can be maintained. When services essential to the improvement of a child's condition are delivered under several administrative auspices, as is so often the case with handicapped children, the agent or agency responsible for treatment should be clearly defined at every level to produce the most effective outcomes for the child.

The major functions commonly assigned to administrators of special education programs/services include the following:

(a) Establishing and maintaining effective ways of identifying children with special needs.

(b) Assessing the special needs of children to determine what kinds of special programs and services should be provided for them.

(c) Planning and organizing an appropriate variety of interventions or program alternatives for exceptional children.

(d) Marshalling the resources needed to deliver a comprehensive program.

(e) Using direction, coordination and consultation as required to guide the efforts of all those who are engaged in meeting the needs of exceptional children.

(f) Conducting evaluation and research activities to reflect new emphasis and to incorporate new knowledge to constantly improve special programs and the quality of special services.

(g) Involving community representatives in planning programs to ensure their understanding and support.

(h) Conducting programs for staff development, such as inservice or continuing education programs.

SERVICE DELIVERY - COORDINATION OF SERVICES

Many children and their families need coordinated services in the areas of health, recreation, and welfare, as well as in education to deal with their various needs. The achievement of coordinated child-centred and family-centred services is difficult because of the fragmentation of responsibilities for those services among many agencies and professions.

In most cases the efforts can be made more effective through a cooperative interagency and interdisciplinary approach. A primary function of special education must be the liaison with other agencies and organizations. This approach will not only encourage a consistent effort on the part of all concerned but will also provide for joint establishment of the priorities and respective responsibilities for meeting these needs. It is essential to ensure that all participants in the agreement meet their legal and other responsibilities.

The field of special education probably has more participation by citizen-consumers than any other aspect of education. This experience confirms that education leaders should continue to seek expanded opportunities for the involvement of parents and other community representatives in all phases of programs for exceptional children.

As long as exceptional children need comprehensive services, schools should be actively concerned with the problem of how such services can best be provided. Because the availability of comprehensive services is related to the purposes of education for exceptional children, schools should establish whatever structures are needed to create a genuine partnership with parents and community organizations in designing and implementing educational programs.

DIVISION ORGANIZATION

SPECIAL EDUCATION DIVISION - MANAGEMENT/ADMINISTRATION

The Division of Special Education was established within the Ministry of Education to give the education of exceptional children a very clear and identifiable focus. The Division has the responsibility for the development, implementation and communication of Provincial policies designed to ensure the provision of appropriate programs for exceptional children in British Columbia public schools.

The Victoria offices serve as the administrative control centre for the entire Division which includes the Jericho campus and the Provincial Resource Centre for Visually Impaired. This component of the Division has the responsibility for approving special education funding allocations in support of school districts' special education programs according to provincial legislation and regulations and the Financial Management System.

In addition, the Division provides liaison with other ministries, parents and professional organizations, agencies and individuals and encourages effective leadership, innovative strategies and a high degree of responsiveness related to the needs of exceptional children throughout the province.

This component of the Division also holds general accountability for the review, assessment and evaluation of existing and proposed special programs and services within the school districts of the province. It also holds general supervisory responsibility for professional staff, support staff and facilities in the Division of Special Education of the Ministry.

SPECIAL EDUCATION SERVICES BRANCH

This Branch provides leadership throughout the province in all aspects of the education of exceptional children. This includes development, implementation, maintenance, coordination and assessment of educational programs for exceptional children in all public schools and other facilities supported by the Ministry of Education.

SPECIAL EDUCATION ADMINISTRATION BRANCH

This Branch is responsible for the management of funding, data and information systems, liaison with other human service ministries and participation in development, implementation and monitoring of interministerial programs.

INDIAN EDUCATION BRANCH

The provincial program for students of native Indian ancestry meets their special learning needs through various programs in the areas of curriculum and instruction. Consultation with the native Indian community is a major feature of these programs. Administration of this program is through a provincial Director of Indian Education.

HEARING IMPAIRED AND SPEECH PROGRAMS BRANCH

The Hearing Impaired and Speech Programs Branch provides leadership in all areas of hearing impairment including school district programs and Jericho Hill School for the Deaf.

The Branch plays a key role in relation to liaison/advisory functions for the Ministry and is responsible for encouraging and assisting school district personnel to organize and evaluate programs for the hearing and/or speech impaired and to advise on necessary support services.

PROGRAM COORDINATORS

The services of program coordinators in the following areas are available from the Division of Special Education:

Learning Assistance/Learning Disabilities
Enrichment and Gifted Education
Mentally and Physically Handicapped and Autistic

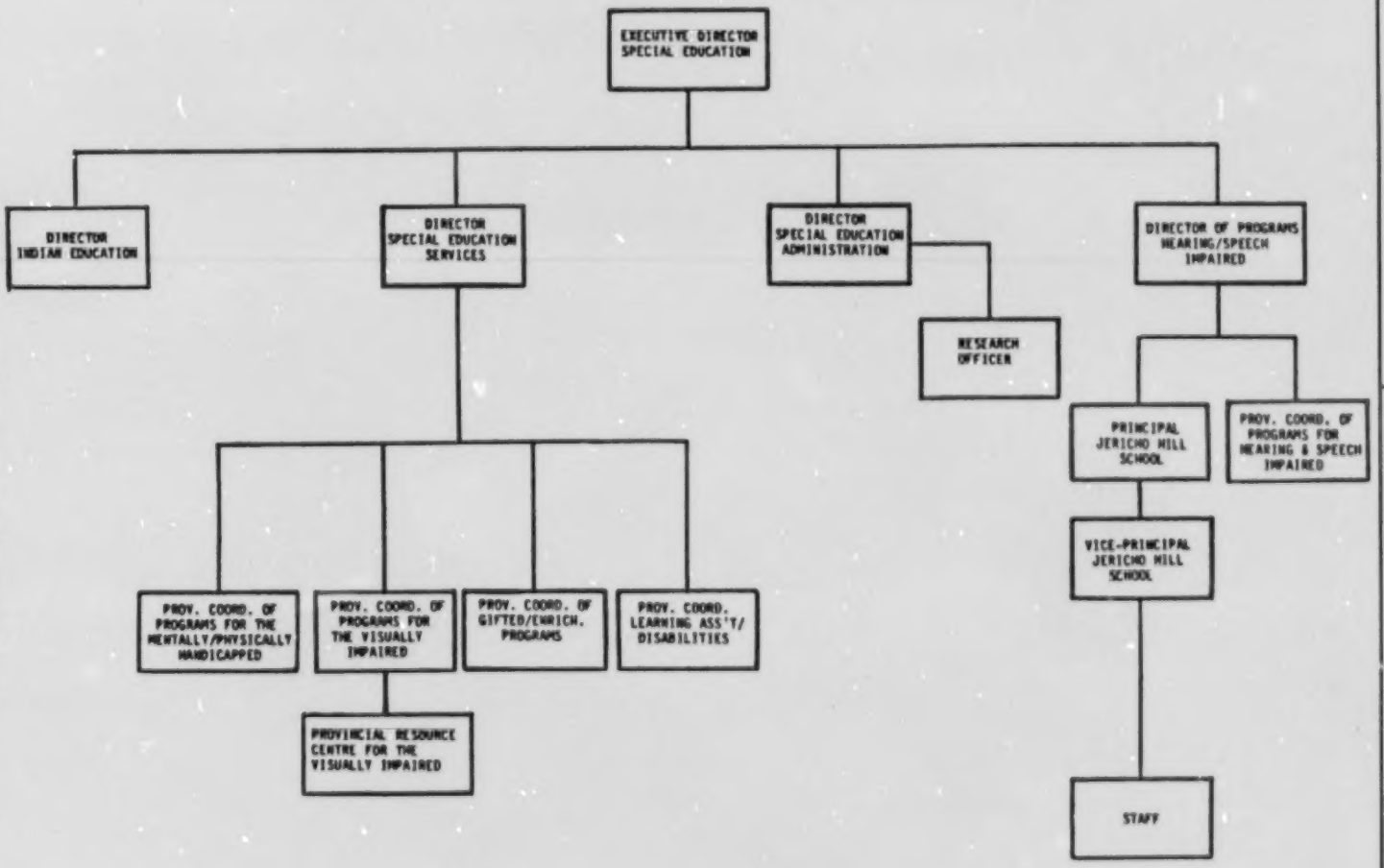
These coordinators are located in the Victoria offices of the Division.

Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Phone: 387-4611 (205)

Hearing Impaired and Speech Programs,
Ministry of Education,
4196 West 4th Avenue,
Vancouver, B.C. V6R 4J5
Phone: 224-1331

Principal,
Jericho Hill School
Ministry of Education
4125 West 8th Avenue,
Vancouver, B.C. V6R 1Z7
Phone: 224-1331

Provincial Resource Centre for the Visually Impaired and
Provincial Coordinator for the Visually Impaired
Ministry of Education
4196 West 4th Avenue,
Vancouver, B.C. V6R 4J5
Phone: 224-2355


SCHOOLS DEPARTMENT
SPECIAL EDUCATION DIVISION
EXECUTIVE DIRECTOR SPECIAL EDUCATION
DIRECTOR INDIAN EDUCATION
DIRECTOR SPECIAL EDUCATION SERVICES
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DIRECTOR OF PROGRAMS HEARING/SPEECH IMPAIRED
RESEARCH OFFICER
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VICE-PRINCIPAL JERICHO HILL SCHOOL
STAFF
PROV. COORD. OF PROGRAMS FOR THE MENTALLY/PHYSICALLY HANDICAPPED
PROV. COORD. OF PROGRAMS FOR THE VISUALLY IMPAIRED
PROV. COORD. OF GIFTED/ENRICH. PROGRAMS
PROV. COORD. LEARNING ASS'T/ DISABILITIES
PROVINCIAL RESOURCE CENTRE FOR THE VISUALLY IMPAIRED

FINANCIAL MANAGEMENT SYSTEM

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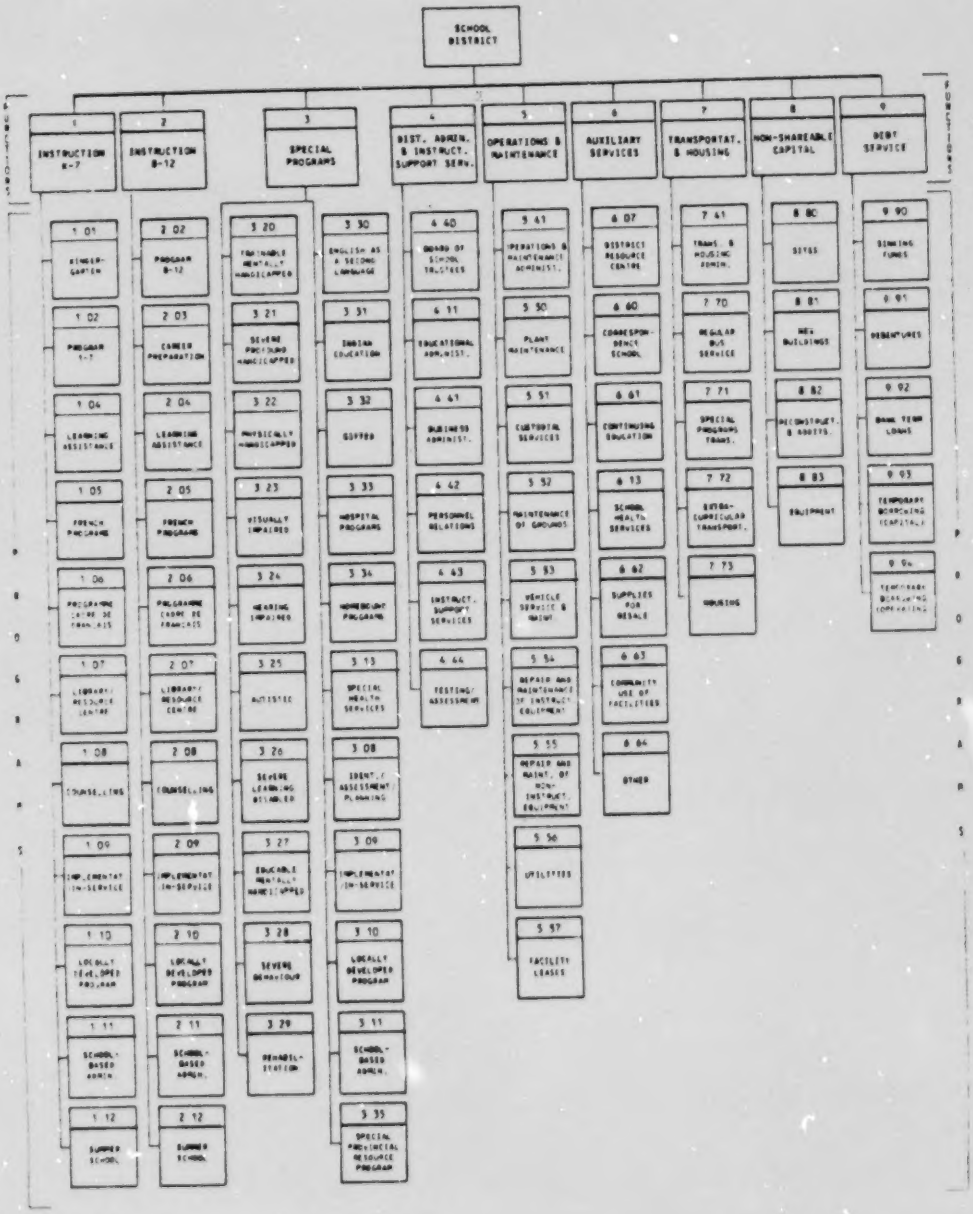
Province of
British Columbia
Ministry of Education
SPECIAL PROGRAMS

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

REPORTING STRUCTURE FOR
OPERATING BUDGET EXPENDITURES


SCHOOL DISTRICT
FUNCTIONS
1 INSTRUCTION K-7
1 01 KINDER-GARTEN
1 02 PROGRAM 1-7
1 04 LEARNING ASSISTANCE
1 05 FRENCH PROGRAMS
1 06 PROGRAMME CADRE DE FRANCAIS
1 07 LIBRARY/ RESOURCE CENTRE
1 08 COUNSELLING
1 09 IMPLEMENTAT IN-SERVICE
1 10 LOCALLY DEVELOPED PROGRAM
1 11 SCHOOL-BASED ADMIN.
1 12 SUMMER SCHOOL
2 INSTRUCTION 8-12
2 02 PROGRAM 8-12
2 03 CAREER PREPARATION
2 04 LEARNING ASSISTANCE
2 05 FRENCH PROGRAMS
2 06 PROGRAMME CADRE DE FRANCAIS
2 07 LIBRARY/ RESOURCE CENTRE
2 08 COUNSELLING
2 09 IMPLEMENTAT IN-SERVICE
2 10 LOCALLY DEVELOPED PROGRAM
2 11 SCHOOL-BASED ADMIN.
2 12 SUMMER SCHOOL
3 SPECIAL PROGRAMS
3 20 TRAINABLE MENTALLY HANDICAPPED
3 21 SEVERE PSYCHOLOGICALLY HANDICAPPED
3 22 PHYSICALLY HANDICAPPED
3 23 VISUALLY IMPAIRED
3 24 HEARING IMPAIRED
3 25 AUTISTIC
3 26 SEVERE LEARNING DISABLED
3 27 EDUCABLE MENTALLY HANDICAPPED
3 28 SEVERE BEHAVIOUR
3 29 REMEDIAL-STATED
3 30 ENGLISH AS A SECOND LANGUAGE
3 31 INDIAN EDUCATION
3 32 GIFTED
3 33 HOSPITAL PROGRAMS
3 34 HOMEBOUND PROGRAMS
3 13 SPECIAL HEALTH SERVICES
3 08 IDENT./ ASSESSMENT PLANNING
3 09 IMPLEMENTAT IN-SERVICE
3 10 LOCALLY DEVELOPED PROGRAM
3 11 SCHOOL-BASED ADMIN.
3 35 SPECIAL FINANCIAL RESOURCE PROGRAM
4 DIST. ADMIN. & INSTRUCT. SUPPORT SERV.
4 40 BOARD OF SCHOOL TRUSTEES
4 11 EDUCATIONAL ADMINIST.
4 41 BUSINESS ADMINIST.
4 42 PERSONNEL RELATIONS
4 43 INSTRUCT. SUPPORT SERVICES
4 44 TESTING/ ASSESSMENT
5 OPERATIONS & MAINTENANCE
5 41 OPERATIONS & MAINTENANCE ADMINIST.
5 50 PLANT MAINTENANCE
5 51 CUSTODIAL SERVICES
5 52 MAINTENANCE OF GROUNDS
5 53 VEHICLE SERVICE & MAINT.
5 54 REPAIR AND MAINTENANCE OF INSTRUCT. EQUIPMENT
5 55 REPAIR AND MAINT. OF NON-INSTRUCT. EQUIPMENT
5 56 UTILITIES
5 57 FACILITY LEASES
6 AUXILIARY SERVICES
6 07 DISTRICT RESOURCE CENTRE
6 60 CORRESPONDENCE SCHOOL
6 61 CONTINUING EDUCATION
6 13 SCHOOL HEALTH SERVICES
6 62 SUPPLIES FOR RESALE
6 63 COMMUNITY USE OF FACILITIES
6 64 OTHER
7 TRANSPORTAT. & HOUSING
7 41 TRANS. & HOUSING ADMIN.
7 70 REGULAR BUS SERVICE
7 71 SPECIAL PROGRAMS TRANS.
7 72 EXTRA-CURRICULAR TRANSPORT.
7 73 HOUSING
8 NON-SHAREABLE CAPITAL
8 80 SITES
8 81 NEW BUILDINGS
8 82 RECONSTRUCT. & ADDITS.
8 83 EQUIPMENT
9 DEBT SERVICE
9 90 SINKING FUNDS
9 91 DEBENTURES
9 92 BANK TERM LOANS
9 93 TEMPORARY BORROWING (CAPITAL)
9 94 TEMPORARY BORROWING (OPERATING)
BOARD PROGRAMS

The service levels established for Special Programs (Function 3) are based on data collected by the Division of Special Education over the past several years which reflects:

(a) professional and non-professional staff

(b) numbers of students

(c) program cost details

(d) incidence levels of exceptional children

Funds for specific programs in Function 3 are approved by the Division of Special Education on the basis of:

(a) enrollment of students in each category receiving special services

(b) conformity with program guidelines established by the Division of Special Education (see Page 7.1)

(c) provincial service levels for each program category

SERVICE LEVELS (Function 3)

The service levels defined on the following page are set by the province for each program category and are based on enrollment figures and various cost factors. (See chart on next page).

N.B. Each student in a district can only be counted once in enrollment reports, i.e., a student is counted in Function 1 or Function 3. Students reported in Function 3 are to be counted in only one program category and this should be the one in which the student receives the major portion of his/her educational program. It also should be noted that, since the entire educational program for any student identified in Function 3 must be provided from funds generated in Function 3, it is expected that there will be some transfer of funds to Functions 1 and 2 to cover the costs of integration.

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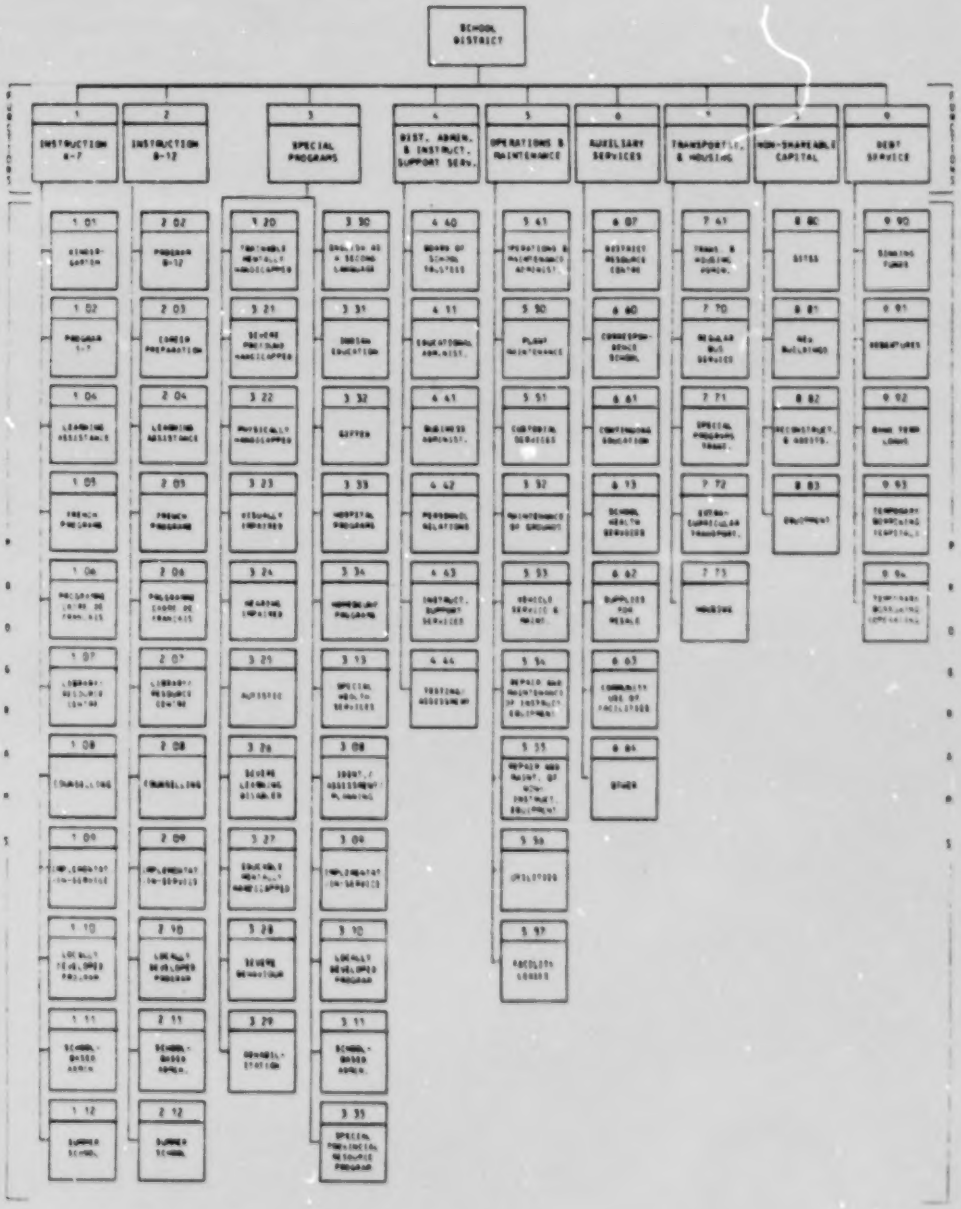
REPORTING STRUCTURE FOR
OPERATING BUDGET EXPENDITURES



PROGRAM	FUNCTION 3 SERVICE LEVEL
3 SPECIAL PROGRAMS	
LOW INCIDENCE-HIGH COST	
3.20 Trainable Mentally Handicapped 3.21 Severe Profound Handicapped	Unit of 8 pupils : cost of 1 Teacher + 12% of provincial average teacher salary + cost of 1 aide
3.22 Physically Handicapped	Unit of 7 pupils : cost of 1 teacher + 12% of provincial average teacher salary + cost of 1 aide
3.23 Visually Impaired	Unit of 4-6 pupils: cost of 1 teacher + 10% of provincial average teacher salary + cost of 1 aide
3.24 Hearing Impaired 3.25 Autistic	Unit of 1-3 pupils: cost of 1 teacher + 8% of provincial average teacher salary
HIGH INCIDENCE-LOWER COST A	
3.26 Severe Learning Disabled	Unit of 12 pupils : cost of 1 teacher + 8% of provincial average teacher salary + cost of 0.5 aide
3.27 Educable Mentally Handicapped	Unit of 9-11 pupils: cost of 1 teacher + 8% of provincial average teacher salary + cost of 0.5 aide
3.28 Severe Behaviour	Unit of 5-8 pupils: cost of 1 teacher + 6% of provincial average teacher salary + cost of 0.5 aide
3.29 Rehabilitation	Unit of 1-4 pupils: cost of 1 teacher + 5% of provincial average teacher salary
HIGH INCIDENCE-LOWER COST B	
3.30 English as a Second Language 3.32 Gifted	FOR FIRST 80 PUPILS { Unit of 20 pupils: cost of 1 teacher + 8% of provincial average teacher salary + cost of 0.5 aide { Unit of 13-19 pupils: cost of 1 teacher + 8% of provincial average teacher salary + cost of 0.5 aide { Unit of 7-12 pupils: cost of 1 teacher + 7% of provincial average teacher salary + cost of 0.5 aide { Unit of 1-6 pupils: cost of 1 teacher + 6% of provincial average teacher salary
	FOR 80+ PUPILS { cost of teachers, aides, and supplies as provided by first 80 pupils PLUS { $\frac{\text{Total no. of pupils - 80}}{24}$ x (cost of 1 teacher + 8% of provincial average teacher salary + cost of 0.5 aide)
3.31 Indian Education	Unit of 20 pupils: cost of 1 Teacher + 8% of provincial average teacher salary + cost of 0.5 aide Unit of 13-19 pupils: cost of 1 teacher + 8% of provincial average teacher salary + cost of 0.5 aide Unit of 7-12 pupils: cost of 1 teacher + 7% of provincial average teacher salary + cost of 0.5 aide Unit of 1-6 pupils: cost of 1 teacher + 6% of provincial average teacher salary
VARIABLE INCIDENCE PROGRAMS	
3.33 Hospital Programs	$\frac{\text{FTE Students}}{10,000}$ x (cost of 1 Teacher + 10% of provincial average teacher salary) NB: There is no provincial service level for those districts wih funds provided through 100% Provincially Funded Programs for this purpose.
3.34 Homebound Programs	$\frac{\text{FTE Students}}{6,000}$ x (cost of 1 Teacher + 10% of provincial average teacher salary)
OTHER SPECIAL EDUCATION PROGRAMS	
3.13 Special Health Services	$\frac{\text{FTE Students}}{2,500}$ x (cost of 1.2 Health Personnel + 12% of provincial average teacher salary
3.08 Identification/Planning	$\frac{\text{FTE Students}}{5,000}$ x (cost of 1.2 Health Personnel + 15% of provincial average teacher salary
3.09 Implementation/Inservice	Service levels for this program are included in 3.20 to 3.34.
3.10 Locally Developed Programs	No provincial Service Level
3.11 School Based Administration	$\frac{\text{FTE No. of Spec. Ed. (3.20 - 3.34 programs) Teachers}}{10}$ x (cost of 1 teacher at provincial average teacher salary)
3.36 Provincial Resource Program	Approved program services

** FTE students for programs 3.33, 3.34, 3.13, and 3.08 = FTE kindergarten and headcount enrolment 1-12.

NOTE: The cost of a teacher is equal to the district's average teacher salary plus 4% for benefits unless otherwise noted.

Service Levels

PROCEDURES AND TIMELINES

(a) A revised Special Programs Approval - Application Form (1002) will be sent to districts in the early Spring, and will be returned by June 30th. This form will require specific program information and will be the basis of program approval by the Division of Special Education.

(b) Data Services will be collecting information on forms 1504, 1505 and 1506 which will provide the basis for the calculation of the preliminary fiscal framework. These forms provide the critical data on projected enrollment and cost factors necessary for these calculations.

(c) During July and August the Division of Special Education will review the program information contained on Form 1002 and in the Fall will examine this information in light of the statistical information submitted on Forms 1504, 1505 and 1506.

(d) In October the fiscal framework is calculated on the basis of actual September enrollments, including special programs.

(e) The preliminary fiscal framework is sent to school districts in November for the development of the following year's budget.

(f) School districts will submit final budgets on February 15 each year. This will include statistical and financial data on special programs.

(g) In February, March and April the Division of Special Education will review each district's budget in terms of:

- Budget in relation to approval fiscal framework
- Budget in relation to planned expenditures
- Budget in relation to revenue application
- Special Programs statistical information

Major discrepancy or problem areas are noted.

If significant discrepancies are evident the districts in question are contacted and negotiations will occur; and where required, district budgets may be adjusted. Where required, district fiscal frameworks may also be adjusted to reflect the above.

It is noted that there will be a certain degree of flexibility in terms of the fiscal framework and the actual district budgets and also necessary flexilibity between budgets and audited expenditures.

N.B. There may be adjustments in various service levels and procedures based on continued experience with the FMS.

SPECIAL PROGRAMS APPROVAL - APPLICATION REPORT (1002)

This form provides the program, enrollment and staff data which is necessary for the Division of Special Education to review and approve specific programs.

Please complete this form in full. Supplementary material should be in addition to, not in place of, information requested on the form.

Please ensure that the Division of Special Education (Victoria) receives the completed form by June 30th.

INSTRUCTIONS:

Part A.

1. Complete information at the top of the page e.g. School district name, etc.

2. Specific Title of Program - e.g. Severe Learning Disabilities, Visually Impaired.

3. Program Type: Note the attached definitions in deciding program type. Under each program type fill in the number of FTE professional and non-professional staff as well as number of elementary and secondary students.

   NOTE: Do not include staff provided by Ministry of Human Resources funding (i.e. CHANCE personal attendants, or child care workers in Rehabilitation or other programs).

4. Other program type: If program does not fit under itinerant, resource, self-contained or segregated, please describe briefly.

5. Criteria for providing service and for exit: Please state operational definition and criteria for returning to the mainstream in point form.

6. Evaluation procedures: describe actual evaluation procedures in place.

7. Needs Assessment: Specify data collected and method of collection.

Part B.

Please provide information only for the program categories noted.

MINISTRY OF EDUCATION
DIVISION OF SPECIAL EDUCATION

SPECIAL PROGRAMS APPROVAL - APPLICATION REPORT

PART A

SCHOOL DISTRICT NAME	PROGRAM CODE DISTRICT OFFICE PHONE NO.	DISTRICT NO.
SPECIFIC TITLE OF PROGRAM	PROGRAM STATUS ( )NEW ( )CONTINUING ( )CONTIN/EXPANDED	APPLICATION FOR: 19 to 19

COMPLETE WHERE APPLICABLE. USE SEPARATE SHEETS ONLY IF NECESSARY.

PROGRAM TYPE:	ITINERANT TEACHER	RESOURCE ROOMS	SELF-CONTAINED CLASS	SEGRATED PROGRAMS	OTHERS *
NUMBER OF FTE PROFESSIONAL STAFF					
NUMBER OF FTE NON-PROFESSIONAL STAFF					
NUMBER OF ELEMENTARY STUDENTS					
NUMBER OF SECONDARY STUDENTS					

* OTHER PROGRAM TYPES - DESCRIBE: _____

CRITERIA FOR PROVIDING SERVICE AND FOR EXIT, IF APPLICABLE:

EVALUATION PROCEDURES:

NEEDS ASSESSMENT (FOR NEW PROGRAMS ONLY). BRIEFLY OUTLINE PROCEDURES USED AND RESULTS:

PART B

MARK (X) APPROPRIATE PROGRAM AND OFFER DESCRIPTION ON RIGHT HAND SIDE

( ) 3.20 MODERATELY MENTALLY HANDICAPPED, OR 3.21 SEVERE-PROFOUND
Outline input (expected or received) from parents, agencies or other services

( ) 3.33 HOSPITAL, OR 3.34 HOMEBOUND
Briefly outline referral procedures

( ) 3.22 PHYSICALLY HANDICAPPED
What other agencies or services are involved in this program?

( ) 3.31 INDIAN EDUCATION
Describe procedures for consulting with local Indian people (e.g., band education Committee, Indian education organizations, or district consultative body).
Indicate the program type and how many of each (see Guidelines):
(A)NATIVE LANG. (B)CURRIC. (C)PARA PROF. (D)ALT. ED. (E)PREVENTIVE

( ) 3.34 HOMEBOUND, 3.22 PHYSICALLY HANDICAPPED, 3.08 IDENT./ASSESS., 3.13 SPECIAL HEALTH SERVICES
Is district contracting or planning to contract for support services for any of these programs?
( ) NO ( ) YES, give details.

( ) 3.29 REHABILITATION
Is Ministry of Human Resources supporting program through funding?
( ) NO ( ) YES, give details.

( ) 1.04 and 2.04 LEARNING ASSISTANCE (FUNCTIONS 1 AND 2)
Describe allocation of Learning Assistance time in your district

COPY 1 (WHITE) TO SPECIAL EDUCATION DIVISION; COPY 2 RETAINED FOR DISTRICT FILES

EDUC. 1002 (84/04)

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SPECIAL EDUCATION - PROGRAM DEFINITIONS

On the Special Programs Approval - Application Report, please indicate each teacher and student only once.

ITINERANT TEACHER SERVICES

The itinerant teacher provides, on a district basis:

a) special instruction, closely related to the regular classroom programming of specific children who, for health or other reasons are temporarily not in attendance at school; or

b) special instruction, closely related to the regular classroom programming of children whose disability requires special instructional expertise (e.g., hearing impaired); or

c) consultation with teachers of children whose disability requires special instructional expertise.

RESOURCE ROOMS

The resource room provides specific assistance on a regularly scheduled basis (probably daily) in the form of assessment, assistance in planning instructional strategies and supplementary or remedial instruction. Students served in a resource room would be enrolled in a regular class and would spend between 20 and 50% of their time with the resource teacher.

SELF-CONTAINED CLASS

The self-contained class provides a full- or part-time setting for the special needs student who cannot benefit from full-time regular class placement. The self-contained class provides a base in a regular school from which the student may be integrated for regular school activities. The student would be enrolled in the self-contained class for more than 50% of the time.

SEGREGATED PROGRAM

The segregated program is established to provide district services to an identified group of special needs students, who, because of their handicap, require facilities not normally found in the school setting. Examples: separate facilities for rehabilitation programs, centres attached to a hospital or residential program.

PROGRAM GUIDELINES

3.20 - MODERATELY MENTALLY HANDICAPPED (T.M.H.)

3.20.1 DEFINITION

Moderately mentally handicapped students generally function two to three years below their actual age level. The deficits are frequently evident in language acquisition, cognition, fine and gross motor skills, self-help and socialization.

On formal psychological tests, moderately mentally handicapped students usually score between three and five standard deviations below the norm.

As a general guideline educators can anticipate that many moderately mentally handicapped students are capable of attaining academic skills to the upper primary level.

The Ministry recognizes the incidence of moderately mentally handicapping conditions as approximately .36% of the school population. In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, mentally handicapped students must be receiving specialized educational services related to their handicap.

3.20.2 IDENTIFICATION

It is anticipated that moderately mentally handicapped students will be identified as being delayed in their development prior to admission to the school system. The initial identification may be as early as at birth when definite physical characteristics may be evident. In other cases during the first five years of life there will be measurable delays in achieving certain predictable milestones; sitting, walking, talking and general cognitive development. If a child's mental handicap is not identified before entering school a complete assessment involving an inter-disciplinary team should be obtained.

There are two components necessary for identifying moderately mental handicapped students.

The first is an observation of the abilities of the student. These findings would indicate where the student requires additional

educational support to attain age appropriate coping skills and reach his/her potential.

The second is a formal psychoeducational assessment to determine the student's level of functioning.

The most frequently used tests in assessing mental handicaps are the Stanford-Binet and the Wechsler Intelligence Scale for Children-R. The results on these tests should be seen only as gross indicators of present mental development. Assessment should also include such instruments as the Vineland Social Maturity Scale, the Caine-Levine Scales and the Adaptive Behaviour Functioning Index (A.A.M.D.). A profile of the child's performance levels in all skill areas should be determined. Test scores should be regarded as mere indicators rather than definitive in nature and school districts are urged to use them with extreme caution. The goal of an assessment should always be to assist in the development of an appropriate program for a child.

The district screening and placement committee should be the vehicle to process referrals to programs for the moderately mentally handicapped to ensure consistency with regard to the student population being served.

All students admitted to a program for the moderately mentally handicapped should have a recent individual psychoeducational assessment which includes information on academic and life skills, perceptual disorders, personal and social adjustment and specific aptitudes.

Parental approval should be obtained in writing before performing an individual psychoeducational assessment and before obtaining any medical or psychological reports.

Medical reports should be available on all students indicating any visual, auditory, motor or other physical limitations.

School districts should develop and publish entrance and exit criteria for all programs. Procedures for monitoring and reviewing individual placements and progress should be established.

3.20.3 PROGRAM

An individualized educational program should be planned for each moderately mentally handicapped student who is identified as needing a special program. The program should be developed by the special education teacher in conjunction with the classroom teacher and the school based team. The program should include a statement of the

student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

Work Experience should be an integral part of the high school experience for moderately mentally handicapped students. These experiences should be conducted in accordance with Ministry Guidelines for the rest of the student population (Handbook of Operating Instructions for Work Study - Work Experience Programs in B.C. Secondary Schools, 1982). These programs are most effective when coordinated by the special education teacher and the work experience teacher.

Individualized educational programs will assist the educators in planning for the maximum academic, vocational and social development of moderately mentally handicapped students.

The Ministry of Education has published the Special Education Core Curriculum Supplement to provide guidance to educators in developing individualized programs for mentally handicapped students.

School districts should have an ongoing process to evaluate the effectiveness of their programs for moderately mentally handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.20.4 SERVICE DELIVERY

Wherever possible, moderately mentally handicapped students should be integrated by class or individually into regular school buildings that have regular students of a similar age range.

Although special class placement may be necessary, it is in keeping with Ministry philosophy to integrate these students into regular classrooms wherever possible. This may take the form of attending only non-academic subjects like physical education, art and music, however, some individuals may also benefit from inclusion in academic areas.

3.20.5 PROGRAM PERSONNEL

It is the Ministry's expectation that teachers involved with moderately mentally handicapped programs be qualified and experienced. Training in special education and especially in the area of the mentally handicapped is recommended.

In schools where mentally handicapped students are attending, inservice on teaching the mentally handicapped should be available for all the staff.

Young moderately mentally handicapped students and moderately mentally handicapped students with a physical disability may require additional assistance in the classroom. Personal attendants provided through PHR funding may be used to assist these students. Please refer to the Program Chance Guidelines (Schools Department Circulars R.44 and R.49).

3.20.6 RESOURCES

Special Education Core Curriculum Supplement is available from the Ministry's Publication Services Branch.

3.20.7 FACILITIES

Please refer to the B.C. School Facilities Manual Part 4 Space Standards and Part 7 Design Guidelines.

To accommodate most moderately mentally handicapped students minimal adaptation will be required for the physical plant. However, easy access or private washrooms may be required.

3.20.8 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from:

Provincial Coordinator
Mentally/Physically Handicapped and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.21 - SEVERELY AND PROFOUNDLY MENTALLY HANDICAPPED

3.21.1 DEFINITION

The range of ability of severely and profoundly mentally handicapped students is from individuals who are capable of learning self-care skills and basic communication to individuals who require intensive intervention to maintain and develop responses to external stimulation. Frequently these students will have sensory and physical disabilities in addition to their mental handicap.

The Ministry recognizes the incidence of severe/profound mentally handicapped conditions as approximately .09% of the school population.

3.21.2 IDENTIFICATION

Severely and profoundly handicapped students are generally identified in the first few months of life. However, the handicap may also occur later in life due to illness or trauma.

A district screening and placement committee should be the vehicle to process referrals to programs for the severely and profoundly mentally handicapped to ensure consistency with regard to the student population.

All students admitted to the program should have a current individual assessment provided by a multi-disciplinary team which may include educators, speech/language clinicians, physiotherapists, occupational therapists and psychologists.

Parental approval should be obtained in writing before performing any individual psychoeducational assessment or obtaining medical or previous psychological reports.

School districts should develop specific program entrance and exit criteria and specific procedures for monitoring or reviewing individual placements.

3.21.3 PROGRAM

An individualized educational program should be planned for each severely and profoundly mentally handicapped student. The program should be developed by the special education teacher in conjunction with the school based team. The program should include a statement of the student's present levels of educational performance, the long

range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

Work Experience should be an integral part of the high school experience for severe/profound mentally handicapped students. These experiences will be conducted in accordance with Ministry guidelines for the rest of the student population (Handbook of Operating Instructions for Work Study - Work Experience Programs in B.C. Secondary Schools, 1982). These programs are most effective when coordinated by the special education teacher and the career preparation teacher.

Individualized educational programs will assist the educators in planning for the maximum independence in mobility, self-care, communication and work related skills.

The Special Education Core Curriculum Supplement is available from the Ministry of Education to assist educators in the planning of individualized programs for these students. The implementation and design of the individualized programs should include input from parents and the assessment and/or ongoing recommendations of a cross disciplinary team.

School districts should have an ongoing process to evaluate the effectiveness of their programs for severely and profoundly mentally handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.21.4 SERVICE DELIVERY

Wherever possible, severely and profoundly mentally handicapped students should be integrated into regular school buildings which have students of a similar age range.

Because of the limited numbers of students in this category it is anticipated that in some school districts severely and profoundly handicapped students may be grouped with other mentally handicapped students.

The classroom inclusion of the severely and profoundly mentally handicapped students will possibly be limited to non-academic and social interaction. Many schools are inviting non-disabled students into the special class to interact with and provide stimulation for the severely and profoundly handicapped students.

3.21.5 PROGRAM PERSONNEL

The expectation of the Ministry of Education is that all teachers display the competencies to implement a functional and realistic program plan for each severely and profoundly handicapped student in the program. These competencies will have been developed through training and experience both in general and special education.

Personal attendants (provided by MHR funding through Program CHANCE) may be used to assist severely and profoundly mentally handicapped students. Please refer to Program Chance Guidelines (Schools Department Circular R.44 and R.49).

3.21.6 RESOURCES

Special Education Core Curriculum Supplement is available from the Ministry's Publication Services Branch.

Disabled Living Resource Centre
Kinsmen Rehabilitation Foundation
2256 W. 12th Avenue
Vancouver, B.C. V6K 2N5
(604) 736-8841

Wesbrook Children's Technology Centre
School of Rehabilitation Medicine
University of British Columbia
2194 Health Sciences Mall
Vancouver, B.C. V6T 1W5
(604) 228-7171

3.21.7 FACILITIES

Please refer to the B.C. School Facilities Manual Part 7 Design Guidelines.

As many severely/profoundly mentally handicapped students may be non-ambulatory, existing buildings may require modification.

3.21.8 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from the:

Provincial Coordinator
Mentally/Physically Handicapped and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.22 - PHYSICALLY HANDICAPPED

3.22.1 DEFINITION

Physically handicapping conditions include disorders of the nervous system, musculoskeletal conditions, congenital malformations and other physically disabling and health related conditions. The extent of the physical impairment varies greatly resulting in a range of educational implications. The majority of students in this category have minimal involvement and thus require minor adaptations in curriculum materials and instructional techniques. Successful programming for students who are more seriously involved may require the use of support workers and specialized teaching equipment in addition to modification of curricular materials and instructional methods.

In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, physically handicapped students must be receiving specialized educational services related to their handicap.

3.22.2 IDENTIFICATION

These students may have been identified in their first few months of life. Their involvement with the medical profession, physiotherapists, occupational therapists and speech clinicians frequently begins prior to attending school. Recommendations from these professionals will provide the educators with information which will assist in their educational planning.

Physically handicapping conditions are usually identified on the basis of medical classifications:

Disorders of the nervous system: e.g. Cerebral Palsy, Convulsive Disorders (Epilepsy), Multiple Sclerosis.

Musculoskeletal conditions: e.g. Scholiosis, Legg-Perthe's, Rheumatoid Arthritis, Muscular Dystrophy.

Congenital malformations: malformations of the heart, limb deficiencies, spina bifida, hydrocephalus.

Other disabling conditions: e.g. conditions due to accidents, infectious diseases, birth injuries.

Impaired health conditions: e.g. cystic fibrosis, leukemia.

3.22.3 PROGRAM

Most students should be fully integrated with the necessary adaptations made to physical facilities to accommodate their handicap. Some students may require modifications to curriculum, methods and/or materials.

Recent technological advances in developing adaptations for computers (e.g. voice synthesizers, adaptive controls, switches) and other electronic devices have enhanced the learning opportunities for physically handicapped students. The involvement of a multi-disciplinary team will provide valuable information for the educational staff.

School districts should have an ongoing process to evaluate the effectiveness of their programs for physically handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.22.4 SERVICE DELIVERY

Most physically handicapped students should receive services at their neighbourhood school or another school in their home school district.

For children who are multiply handicapped, programs may be established in their neighbourhood school, at a special centre operated by their school district, another district, another agency, or combinations of these.

3.22.5 PROGRAM PERSONNEL

Inservice needs for teachers who enroll physically handicapped students should be specific for each student because of their unique needs. This assistance may be available from the referring agency or the assessment centre involved with the student.

Personal attendants (provided through MHR funding) may be used to assist physically handicapped students. Please refer to the Program CHANCE (Schools Department Circulars R.44 and R.49).

3.22.6 RESOURCES

Disabled Living Resource Centre
Kinsmen Rehabilitation Foundation
2256 W. 12th Avenue

Vancouver, B.C. V6K 2N5
(604) 736-8841

Wesbrook Children's Technology Centre
School of Rehabilitation Medicine
University of British Columbia
2194 Health Sciences Mall
Vancouver, B.C. V6T 1W5
(604) 228-7171

Associations and agencies established for specific handicaps.

3.22.7 FACILITIES

School districts are strongly encouraged to consider the needs of the physically handicapped in planning new or modifying existing school buildings. Please refer to the British Columbia School Facilities Manual Part 7 Design Guidelines.

3.22.8 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from:

Provincial Coordinator
Mentally/Physically Handicapped and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.23 - VISUAL IMPAIRMENT

3.23.1 DEFINITION

Visually impaired students include those students whose visual impairment results in such a substantial educational handicap that they require special education and/or related services from trained and experienced teachers of the visually impaired. These students are commonly referred to as blind or partially sighted students.

Visually impaired students are comparatively few in number, are in widespread geographic areas, and require diversified programs.

In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, visually impaired students must be properly diagnosed and receive active and regular services related to their visual impairments.

3.23.2 IDENTIFICATION

Each school district should have a vision screening program for the identification and prevention of visual impairment. Such programs can be conducted jointly by the local health and school personnel. A referral system to assist regular classroom teachers to refer children with a suspected vision problem should also be established. Information regarding vision screening and referrals can be obtained from the office of the Provincial Coordinator, Programs for Visually Impaired.

3.23.3 PROGRAM

With adequate support services most visually impaired students can be educated in regular classroom programs.

Many visually impaired students can follow the regular curriculum with minor adaptations in content or methods. However, whenever necessary, the curriculum should be modified and individualized to reflect needs. The curriculum should allow for specific skill building areas such as braille reading (for blind students), typing, abacus, orientation and mobility skills, visual functioning training, etc., and not be confined to academic subjects.

School districts should have an ongoing process to evaluate the effectiveness of their programs for visually impaired students.

Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.23.4 SERVICE DELIVERY

In view of the variability of educational needs of visually impaired students, a variety of options should be available to individual visually impaired students. To meet the needs of visually impaired students, school districts should make available the following special educational programs, if required:

(a) Regular class with support from a trained teacher (itinerant) of visually impaired students and/or a teacher aide.

(b) Resource room.

(c) Special class.

(d) Individualized program for children with special needs, (e.g. visually impaired student with another handicap, multi-sensory deprived student).

In programs where blind (braille-using) students are enrolled braille transcription services for tests, examinations and teacher-made materials should be provided.

3.23.5 PROGRAM PERSONNEL

Trained and qualified teachers should be employed for programs for visually impaired students. Other personnel (e.g. orientation and mobility instructors, braille transcribers) involved should have the training and competencies in the relevant area.

3.23.6 RESOURCES

Attention is drawn to teaching suggestions outlined in The Visually Impaired Student in the Regular Classroom which will be available in the spring of 1984 and Guidelines for Public Programs Serving Visually-Handicapped Children, S.J. Spungin, American Foundation for the Blind (Second Edition, 1980).

School administrators, regular classroom teachers and other personnel working directly with visually impaired students should contact the itinerant or resource teacher of visually impaired

students in their school district for information, advice, suggestions and the required services.

The Provincial Resource Centre for the Visually Impaired is located at 4196 W. 4th Avenue, Vancouver, British Columbia, V6R 4J5, Telephone: 224-2355. A catalogue of special-format instructional materials for loan has been distributed to all school districts. Additional copies are available on request. Services (see the Ministry's Policy Statement on Instructional Materials for the Visually Impaired) include:

(a) Loan of "prescribed" or "authorized" texts in braille or audiotape format.

(b) Loan of specialized equipment.

(c) Borrower advisory services.

School administrators and teachers should be aware of the special needs of visually impaired students regarding procedures relating to provincial and scholarship examinations as outlined in Ministry Policy Circulars 06, 07 and 09. For braille-using students, braille question papers will be supplied by the Ministry.

Information regarding recreation, family support and braille transcription services can be obtained from the Canadian National Institute for the Blind, 350 East 36th Avenue, Vancouver, British Columbia, V5W 1C5, Telephone: 321-2311.

3.23.7 FACILITIES

Please refer to B.C. School Facilities Manual Part 7 Design Guidelines.

Most visually impaired students require certain equipment and facilities in order to function in a regular school setting. Some basic items include typewriters, cassette recorders, optical aids and other equipment recommended by district itinerant or resource teachers or the Provincial Coordinator, Programs for Visually Impaired, Ministry of Education. A capital equipment allowance for school districts to provide the above items is available to eligible visually impaired students. Enquiries about this allowance should be directed to the Division of Facilities Services of the Ministry of Education.

Consideration should be given to allow physical facilities which include storage of special equipment (e.g. braillers, typewriters) and materials (e.g. braille texts, large print dictionaries, tapes) used by the visually impaired students. A working or instructional

area for specific skill building by the itinerant or resource teacher should also be provided.

3.23.8 CONSULTATION

The services of the Provincial Coordinator, Programs for Visually Impaired are available to assist school districts in the development, implementation, maintenance and monitoringn of educational programs for the visually impaired. Further information may be obtained from:

Provincial Coordinator
Programs for Visually Impaired
Provincial Resource Centre for the Visually Impaired
4196 West 4th Avenue
Vancouver B.C. V6R 4J5
Telphone: 224-2355

3.23.9 ORIENTATION AND MOBILITY SERVICES

Orientation and Mobility is an important independence skill for visually impaired students. This essential skill is required to enable visually impaired students to enrol in public school programs and participate in the day-to-day instruction and activities in the regular classroom setting. The development of this skill is a shared responsibility of school and home.

Eligibility

School districts are encouraged to provide orientation and mobility services to eligible students and determine eligibility in accordance with Schools Department Circular No. R.59 (80.09.04).

Service Delivery

School districts are expected to acquire orientation and mobility services either through the Canadian National Institute for the Blind or available trained orientation and mobility instructors on a fee for service basis. Financial provision for these services are built into the service level for 3.23.

Instruction

It is important for all eligible students that orientation and mobility skills be introduced in a planned sequential pattern and instruction be made available at various stages of development. These services should continue throughout the educational process.

Personnel

To ensure that students have access to quality services, school districts should obtain services from instructors with appropriate training. It is recommended that services from instructors with training through university programs, either in orientation and mobility or in dual competency (education of the visually impaired and orientation and mobility) or preparation through an accredited agency be utilized. A well trained orientation and mobility instructor working with school age children is one who has a solid foundation and expertise in the areas of education of visually impaired children, orientation and mobility and child growth and development.

Resources

To assist school districts in the provision of orientation and mobility services the Ministry is preparing a package entitled Orientation and Mobility Resource Book. This package includes a resource book and a video tape outlining the various aspects of orientation and mobility services.

Consultation

Assistance in program assessment and consultation regarding orientation and mobility services is available through the office of the Provincial Coordinator, Programs for Visually Impaired.

3.24 - HEARING IMPAIRMENT

3.24.1 DEFINITION

Hearing-impaired students include those students whose hearing impairment results in such a substantial educational handicap that they require direct special education and/or related services on a regular basis from trained and qualified teachers of the hearing impaired. These students may be described as deaf or hard of hearing.

3.24.2 IDENTIFICATION

Most children with a significant hearing loss will have been identified prior to their admission to the school system. A few however, and particularly those with less severe losses, will not have been identified prior to kindergarten. It is highly recommended that all children in kindergarten be given a hearing screening test early in the year. Those children who fail the screening test should be referred to their nearest health unit or audiological clinic for a complete assessment of their hearing. It is further recommended that any student being referred for special educational services at any time during his/her school career be referred for an audiological assessment to ensure that he/she does not have a hearing loss contributing to or accounting for his/her educational problems.

3.24.3 PROGRAM

Any child diagnosed as hearing impaired and requiring special services from a teacher of the hearing impaired should have an I.E.P prepared to meet his/her educational needs. While the responsiblility for designing the I.E.P. shall be that of the teacher of the hearing impaired other professionals may be involved. These may include speech pathologists, audiologists, psychologists, parents and others as required. The child's educational progress should be reviewed frequently and an audiological assessment carried out once a year. Specialized Resource Guides for the Hearing Impaired have been developed and are available from Publication Services.

3.24.4 SERVICE DELIVERY

Local Programs

Many hearing-impaired students can and should be educated in regular classes with the necessary support of itinerant teachers of the hearing impaired.

However, in view of the variability of educational needs of hearing impaired students, a variety of options must be available. School districts should offer the following special educational programs, as required:

(a) Regular class with support from an itinerant teacher of the hearing impaired.

(b) Resource Room staffed by a teacher of the hearing impaired.

(c) Self-contained class staffed by a teacher of the hearing impaired and with the necessary support services.

(d) Individualized programs for hearing impaired students with special needs, (e.g. multi-handicapped hearing-impaired students).

Regional Programs

Hearing-impaired students are comparatively few in number and are located in widespread geographic areas. It is not alway feasible therefore, to provide the full range of services as described in Local Programs. In such cases school districts are encouraged to work together to maintain regional programs to serve the needs which cannot be met by all individual districts.

Provincial Programs

When the needs of a particular hearing-impaired student cannot be met locally or regionally, that student may be referred to the Provincial Educational Review Committee for the Hearing Impaired for possible placement in Jericho Hill Provincial School for the Deaf or another Provincial Resource Program for the Hearing Impaired.

Secondary age hearing-impaired students often present additional needs of a social and educational nature. In order to meet the needs of those students requiring more than itinerant services, it may be necessary to centralize services regionally or provincially. Secondary school programs for the hearing impaired should be developed only where there are sufficient students to launch a flexible and comprehensive program with qualified staff and the nececssary support services. It is recommended that a minimum of 10 students be required for such a program. Provincial Programs are available at the secondary level at Jericho Hill School (Total Communication) and within Burnaby School District (Auditory/Oral).

3.24.5 P.E.R.C.H.I.

School districts requiring advice on placement of hearing-impaired students may refer them to the Provincial Educational Review Committee for the Hearing Impaired (P.E.R.C.H.I.). This committee, comprised of professionals involved in the education of the hearing impaired, will review the needs of the students and make recommendations for appropriate programs to the referring school districts. Referrals to this committee are made through the Director of the Hearing Impaired and Speech Programs Branch.

3.24.6 PROGRAM PERSONNEL

It is expected that all programs for hearing-impaired students will have the services of qualified teachers of the hearing impaired. Other personnel may include teacher aides/interpreters as required.

All personnel dealing with hearing-impaired students should have some background knowledge and expertise in working with hearing impaired children.

3.24.7 RESOURCES

The Ministry of Education provides auditory training equipment to districts for students who can benefit from its use. A Resource Centre has been established within the Hearing Impaired and Speech Programs Branch to assist districts and teachers of the hearing impaired to keep abreast of recent developments, and materials available.

3.24.8 FACILITIES

When setting up programs for hearing-impaired students districts should be aware of the need to provide a suitable acoustical environment within the classroom. Suggestions for classroom treatment are contained in the B.C. School Facilities Manual Part 7, Design Guidelines.

3.24.9 CONSULTATION

The services of the Director of Hearing Impaired and Speech Programs and the Coordinator of Hearing Impaired and Speech Programs are available to school districts to assist with programs for hearing-impaired students. Further information may be obtained from:

Director
Hearing Impaired and Speech Programs
Division of Special Education
Ministry of Education
4196 West 4th Avenue
Vancouver, B.C. V6R 4J5
Telephone: 224-1331

3.24.10 PROVINCIAL EDUCATIONAL REVIEW COMMITTEE FOR THE HEARING IMPAIRED

PROCEDURES

(a) The Committee will accept referrals from various sources such as school districts, parents/guardians, agencies, hospitals, medical practitioners, pre-school societies, and the Ministry of Education.

(b) On receipt of a referral from a source other than the school district serving the child, a letter is sent to the superintendent of the serving district, with a carbon copy to the home district if different, with notification of the referral and requesting relevant information. Parents/guardians are notified of the referral and a signed consent is requested for release of information.

(c) Information is requested from any agencies that are or have been involved with the child.

(d) All relevant documents are received and collated by the secretary for review by the Committee.

(e) Wherever it is deemed appropriate and possible, members of the Committee will visit to observe children in their program and attend any relevant conferences.

(f) Two weeks prior to the child being discussed, the school district will be notified of the time and date of the meeting and invited to send a representative.

(g) Where appropriate, parents and agency personnel are advised of the time and date of the meeting and informed that they may attend at their own expense, if they so wish.

(h) Based on a review of all information available and the perceived educational and related needs of the student, the Committee develops recommendations for an appropriate program.

(i) Recommendations are sent by letter as follows:

Original to the superintendent of the serving school district; copies to the home school district if different from the serving district; the referring party if different from the school district; the Ministry of Human Resources representative if the child is in care.

(j) Upon request, and in light of additional information, the Committee will reconsider its recommendation.

(k) The Committee will review all recommendations at appropriate intervals.

(l) Decisions regarding referral to Jericho Hill School may be appealed to the Minister of Education.

PROCEDURES FOR OBTAINING AUDITORY TRAINING EQUIPMENT FOR HEARING IMPAIRED STUDENTS

For the past several years, the Ministry of Education has made available auditory training equipment to hearing-impaired students in the public schools of British Columbia. This equipment is provided and serviced through the Speech and Hearing Division of the Ministry of Health. In order to continue smooth delivery of this support service, all are asked to observe the following procedures:

(a) Requests for auditory training equipment (for school use only) should be forwarded to the Audiologist of the local Ministry of Health, Speech and Hearing Clinic by the District Superintendent of Schools.

(b) On receipt of the above request, the Audiologist will make a needs assessment and forward a recommendation for action to the Ministry of Health, Speech and Hearing Division.

(c) The Speech and Hearing Division will specify the equipment required on SED 81/IE forms and will forward all copies to the Director of Hearing Impaired and Speech Programs, Ministry of Education.

(d) After considering the recommendation(s), the Division of Special Education may authorize necessary action, including the purchase of equipment to be provided on loan to the school district for use by an individual student. It should be noted that the equipment remains the property of the B.C. Government (Ministry of Education) and must be returned to the Ministry of Health, Speech and Hearing Clinic if the student leaves the district or does not require the equipment for some other reason.

(e) After authorization by the Ministry of Education, a Ministry of Health Authorization to Invoice will be sent to the audiologist, Speech and Hearing Division. The School District, Speech and Hearing Division, and the Audiologist receive copies of the approved SED 81/1E. The equipment will be supplied and serviced by the Speech and Hearing Division. The local audiologist will install the equipment, adjust it to the student's individual requirements and instruct both teacher and student on the use and care of the equipment.

(f) At the time of installation the invoice is signed by the Principal. Billing, along with a copy of the invoice will be sent by Speech and Hearing Division to the Director of Hearing Impaired and Speech Programs on a monthly basis where it will be approved for payment.

(g) The local audiologist is responsible for maintenance of equipment and the monitoring of the audiological levels on a regular basis. Should any problem arise between these periodic checks, the teacher or principal should contact the audiologist immediately.

(h) As this equipment is expensive, all school districts should make certain that it is covered by adequate insurance.

(i) Further enquiries should be addressed to:

Director,
Hearing Impaired and Speech Programs Branch
Division of Special Education
Ministry of Education
4196 West 4th Avenue
Vancouver, B.C. V6R 4J5

3.25 - AUTISTIC

3.25.1 DEFINITION

The definition of autistic students used by the Ministry of Education is derived from the short definition endorsed by the Canadian Society for Autistic Children (October 1977).

"Autism is a severely incapacitating life-long developmental disability which typically appears during the first three years of life. It occurs in approximately five out of every 10,000 births and is four times more common in boys than girls. It has been found throughout the world in families of all racial, ethnic and social backgrounds. No known factors in the psychological environment of a child have been shown to cause autism.

"The symptoms are caused by physical disorders of the brain. They must be documented by history or present examination. They include:

(a) Disturbances in the rate of appearance of physical, social and language skills.

(b) Abnormal responses to sensations. Any one or a combination of sight, hearing, touch, pain, balance, smell, taste, and the way a child holds his body are affected.

(c) Speech and language are absent or delayed while specific thinking capabilities may be present. Immature rhythms of speech, limited understanding of ideas, and the use of words without attaching the usual meaning to them are common.

(d) Abnormal ways of relating to people, objects and events. Typically, they do not respond appropriately to adults and other children. Objects and toys are not used as normally intended.

"Autism occurs by itself or in association with other disorders which affect the function of the brain such as viral infections, metabolic disturbances, and epilepsy."

3.25.2 IDENTIFICATION

Students admitted to an autistic program should have had a current assessment which includes information on vision, hearing, educational achievement, academic abilities, speech, social adjustment, and physical development. Parental approval in writing

should be obtained before performing a formal psychoeducational assessment or obtaining any medical or psychological reports. Parents should be involved in program/placement decisions.

The district screening and placement committee should be the vehicle to process referrals for the program to ensure consistency with regard to the student population being served. The committee should also establish entrance and exit criteria for the program and determine student placement review mechanisms.

3.25.3 PROGRAM

The most impressive and helpful treatments autistic children can receive are effective educational programs. Such programs should increase students' growth through a highly structured, highly motivational, task-oriented behaviour modification program of developmental activities, based on each individual child's nature and needs, in the areas of:

(a) Socially adaptive behaviour and social responsiveness.

(b) Gross and fine motor coordination skills.

(c) Visual and auditory perception skills.

(d) Language and communication skills.

(e) Academic performance.

An improvement in students's adaptive behaviour and skills should result in a greater range of functional skills directed at community living. A Special Education Core Curriculum Supplement is available from the Ministry of Education which will assist educators in planning appropriate educational programs.

Career Preparation should be an integral part of the high school experience for autistic students. These experiences should be conducted in accordance to Ministry Guidelines for the rest of the student population (Handbook of Operating Instructions for Work Study - Work Experience Programs in B.C. Secondary Schools, 1982). These programs are most effective when coordinated by the special education teacher and the career preparation teacher.

An individualized educational program should be planned for each autistic student who is identified as needing a special program. The program should be developed by the special education teacher in conjunction with the classroom teacher and the school based team. The program should include a statement of the student's present

levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

Individualized educational programs will assist the educators in planning for the maximum academic, vocational and social development of autistic students.

School districts should have an ongoing process to evaluate the effectivess of their programs for autistic students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.25.4 SERVICE DELIVERY

In keeping with the Ministry's position of education in the least restrictive environment, many autistic students would be appropriately placed in the regular classroom with the provision of support services. Partial or full special class placement should only be considered upon the recommendations of the district screening committee.

In view of the variability of educational needs of autistic students, support services should be available to individual autistic students where there is a demonstrated need.

The following support options may be available in a continuum of special educational services for the autistic in a school district:

(a) Teacher with consultative assistance

(b) Classroom Aid

(c) Resource Room

(d) Special Class

3.25.5 PROGRAM PERSONNEL

Teachers of autistic students should have training and experience in special education and display those skills necessary to develop and implement a functional and realistic individual program.

In addition to the teacher the success of an instructional program may be directly affected by other support staff involved in the program. These staff may include teacher aides and/or child care

workers whose main function should be to assist the teacher in operationalizing the educational plans. It is hoped that all program staff have received basic training in growth and development, behaviour management and human relations and demonstrate skills in current special education practice.

The need for support personnel for autistic students varies from student to student. Personal attendants (provided by MHR funding of CHANCE workers) may be required. Please refer to the Program Chance Guidelines (Schools Department Circulars R.44 and R.49)

3.25.6 RESOURCES

The Pacific Association for Autistic Citizens, 107-395 West Broadway, Vancouver, B.C. V5Y 1P8, Telephone: 879-8888 has developed an extensive resource library of materials and information on autism and welcomes enquiries.

The following facilities deal exclusively with autistic students and can provide useful information to school districts:

Laurel House Society
1896 W. 15th Avenue
Vancouver, B.C. V6J 2L1
(732-7678)

Gateway House
4883 - 48th Avenue
Ladner, B.C. V4K 1V2
(946-0401)

Useful resource books:

Teaching Makes a Difference, Published by California State Department of Education, 1977, Available from the Pacific Association for Autistic Citizens.

Critical Issues in the Education of Autistic Children and Youth, 1981, Published by
Division of Innovation and Development
Bureau of Education for Handicapped
U.S. Office of Education
Donahue Building
3117 - 400 Marilyn Avenue
Washington, D.C. 20202

3.25.7 FACILITIES

The location of programs for autistic children in a regular school provides access to normal peer models, peer tutors, relatively easy transition from the segregated classroom to the regular classroom situation, the gymnasium, library and other school facilities.
Please refer to B.C. Schools Facilities Manual Part 7 Design Guidelines.

3.25.8 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for autistic students. Further information may be obtained from:

Provincial Coordinator
Mentally Handicapped/Physically Handicapped, Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.26 - SEVERE LEARNING DISABILITIES

3.26.1 DEFINITION

The Ministry of Education recognizes the severely learning disabled as pertaining to that 1-2% of children in the schools whose difficulities with learning are so severe as to almost totally impede educational instruction by conventional methods.

Learning disabled children have one universal characteristic: in one or more learning areas, performance consistently falls far short of capabilities in other areas as well as general estimated potential. Given the complex task of defining the learning disabled population and the deficiencies of each of the many definitions currently proposed in the literature, the following definition is advanced by the Ministry of Education:

> Children with learning disabilities are those who show a significant discrepancy between their estimated learning potential and actual performance. This discrepancy is related to basic problems in attention, perception, symbolization and the understanding or use of spoken or written language. These may be manifested in difficulties in thinking, listening, talking, reading, writing, spelling or computing. These problems may or may not be accompanied by demonstrable central nervous system dysfunctions.

3.26.2 IDENTIFICATION

Students suspected of being severely learning disabled should be referred for in-depth psychoeducational assessment. Health and developmental information should be included in the assessment. The question of quantifying the discrepancy between ability and achievement is best approached through standard score comparisons.

Parental permission should be obtained prior to any data gathering and the parents should be involved in any program/placement decisions.

3.26.3 PROGRAM

An individualized educational program should be carefully planned for the student with a severe learning disability. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, the evaluation procedure, the anticipated duration of services and a date for reviewing the program.

Individualized instruction should be provided on an intensive basis, with a view to maintaining or returning the student to the regular classroom as quickly as possible. Each student's program and placement should be reviewed regularly.

Duration of service will vary according to degree of disability and rate of learning. It is recognized that even when students with severe learning disabilities respond well to intensive short term instruction, they may still need ongoing support and monitoring in the regular class. This role of monitoring and support is usually provided by the learning assistance teacher. Other students may require ongoing intensive long term service in a resource room or self-contained class.

School districts should provide for regular evaluation of programs for students with severe learning disabilities. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.26.4 SERVICE DELIVERY

School districts should examine the least restrictive alternative in planning services for the severely learning disabled. It is recognized that a range of options is necessary in planning appropriate services for such a diverse group as the severely learning disabled. Possible service delivery options include assessment and programming centres, resource rooms, self contained classes as well as itinerant service.

3.26.5 PROGRAM PERSONNEL

Teachers appointed to programs for the severely learning disabled should have the qualifications and competencies expected for learning assistance teachers, as well as, advanced course work in the following areas:

(a) assessment and programming for learning disabilities

(b) language and communications

(c) diagnosis and remediation of mathematics

(d) social skills development and behaviour management

(e) curriculum modification

(f) cooperative planning and consultation

3.26.6 RESOURCES

Severely learning disabled students who have difficulty in using print materials may obtain copies of audio books from the master tapes held by the Provincial Resource Centre for the Visually Impaired. Titles held by the Centre are listed in a catalogue which has been sent to all school districts.

To comply with copyright requirements users of this service must be certified by the school district as "print-handicapped". Forms are available from the Resource Centre and must be signed by the Superintendent of Schools or the Special Education Supervisor.

Inquiries and purchase orders should be addressed to:

Provincial Resource Centre for the Visually Impaired
4196 West 4th Avenue
Vancouver, B.C.
V6R 4J5

3.26.7 FACILITIES

Please refer to the B.C. School Facilities Manual Part 7 Design Guidelines.

3.26.8 CONSULTATION

The services of the Coordinator, Learning Assistance and Learning Disabilities are available to school districts to assist with learning disability programs. Further information may be obtained from:

Provincial Coordinator
Learning Assistance and Learning Disabilities
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.27 - MILDLY MENTALLY HANDICAPPED (E.M.H.)

3.27.1 DEFINITION

On formal psychological tests, mildly mentally handicapped students usually score between two and three standard deviations below the norm.

As a general guideline, educators could anticipate that many mildly mentally handicapped students are capable of attaining an academic level equivalent to upper intermediate grades. These students may be able to progress satisfactorily in standard programs in regular classrooms although modification of curricular materials and instructional methods may be required.

The Ministry recognizes that approximately 1.35% of the school population may be mildly mentally handicapped. In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, mentally handicapped students must be receiving specialized educational services related to their handicap.

3.27.2 IDENTIFICATION

The mildly mentally handicapped student is not usually recognized as delayed during the preschool years. There may, however, be slight delays in speaking, language development and walking. When these students enter school and have difficulty in learning the required cognitive subject matter their deficit becomes more apparent.

There are two components necessary for identifying mildly mentally handicapped students.

The first is an observation of the abilities of the student. These abilities indicate where the student requires additional educational support to attain age appropriate coping skills and higher academic levels.

The second is a psychoeducational assessment to determine the student's level of functioning.

The most frequently used tests in assessing mental handicaps are the Stanford-Binet and the Wechsler Intelligence Scale for Children-R. The results on these tests should be seen only as gross indicators of present mental development. Assessment should also include such instruments as the Vineland Social Maturity Scale, the Caine-Levine

Scales and the Adaptive Behaviour Functioning Index (A.A.M.D.). A profile of the child's performance levels in all skill areas should be determined. Test scores should be regarded as mere indicators rather than definitive in nature and school districts are urged to use them with extreme caution. The purpose of an assessment should always be to assist in deciding the nature of programming for a child.

A district screening and placement committee should be the vehicle to process referrals to programs for the mildly mentally handicapped. This would ensure consistency with regard to the student population being served.

All students admitted to the program should have a recent individual psychoeducational assessment which includes information on academic skills, perceptual skills, personal and social adjustment and specific aptitudes.

Parental approval should be obtained in writing before performing an individual psychoeducational assessment or obtaining medical or psychological reports.

Medical reports should be available on all students indicating any visual, auditory, motor or other physical limitations.

School districts should develop and publish entrance and exit criteria for all programs. Specific procedures for monitoring and reviewing individual placements and progress should be established.

3.27.3 PROGRAM

In their elementary school years mildly mentally handicapped students may be able to progress satisfactorily in regular programs with modification to curricula material and/or supplementary (tutoring) assistance.

At the secondary school level their academic programs should become more functional. Special care should be taken to ensure that mildly mentally handicapped students have access to the elective programs where they can succeed. The Special Education Core Curriculum Supplement is available from the Ministry of Education to assist educators in planning appropriate educational programs.

Work experience should be an integral part of the high school program for mildly mentally handicapped students. These experiences should be conducted in accordance with Ministry Guidelines for the rest of the student population (Handbook of Operating Instructions

for Work Study - Work Experience Programs in B.C. Secondary Schools, 1982). These programs are most effective when coordinated by the special education teacher and the work experience teacher.

An individualized educational program should be planned for each mildly mentally handicapped student who is identified as needing a special program. The program should be developed by the special education teacher in conjunction with the classroom teacher and the school-based team. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

Individualized educational programs will assist the educators in planning for the maximum academic, vocational and social development of mildly mentally handicapped students.

School districts should have an ongoing process to evaluate the effectiveness of their programs for mildly mentally handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.27.4 SERVICE DELIVERY

In keeping with the Ministry's position of education in the least restrictive environment, many mildly mentally handicapped students would be appropriately placed in the regular classroom with the provision of support services. Partial or full special class placement should only be considered upon the recommendations of the district screening committee.

If special class placement is considered necessary, the following instructional options should be considered:

(a) Enrolment in a regular class with a percentage of time spent in a special class setting for specialized, individualized and concentrated assistance. The time spent in the special setting would vary (up to 90%) depending upon the individual needs of the student.

(b) Part-time enrolment in a special class, with a percentage of time (up to 90%) spent in regular classes, depending on the educational needs of the student. The size of the special class should be determined by the needs of the students.

3.27.5 PROGRAM PERSONNEL

It is the Ministry's expectation that teachers involved in mildly mentally handicapped programs be qualified and experienced. It is further expected that all teachers involved with the program have training in special education and especially in the area of the mentally handicapped.

Because mildly mentally handicapped students receive a large part of their educational programming in regular classrooms, inservice on teaching the mentally handicapped should be available on a district basis for regular classroom teachers.

For those mildly mentally handicapped students with additional handicaps "Program Chance" personal attendants may be used. Please refer to the Program Chance Guidelines already distributed to the system (Schools Department Circulars R.44 and R.49)

3.27.6 RESOURCES

Special Education Core Curriculum Supplement is available from the Ministry's Publication Services Branch.

3.27.7 FACILITIES

Please refer to the B. C. School Facilities Manual Part 4 Space Standards and Part 7 Design Guidelines.

Mildly mentally handicapped students do not require extraordinary facilities. At the secondary school they may require additional time in shops and or labs to complete assignments.

3.27.8 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from the the:

Provincial Coordinator
Mentally/Physically and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.28 - SEVERE BEHAVIOR PROBLEMS

3.28.1 DEFINITION

Students with severe behavior problems are those who exhibit a variety of excessive and chronic deviant behaviors, ranging from impulsive and agressive to depressive, withdrawal behaviors which seriously interfere with the student's own learning and/or the learning of classmates.

These students frequently exhibit a significant discrepancy between academic performance and potential.

The Ministry of Education recognizes the population of students with severe behavior problems as pertaining to less than 1% of the school-aged population. In order to qualify for Ministry special education funding under Section 3 of the Financial Management System, students with severe behavior problems must be receiving specialized educational services related to their problem.

3.28.2 IDENTIFICATION

Identification of these students usually begins at the classroom level. The classroom teacher should document, as fully as possible the specific behaviors causing concern, the frequency of the behaviors and the circumstances or setting leading to the behaviors. The focus of this teacher assessment should be the educational context of the behaviors.

The first referral should be to the school-based team which can identify resources within the school.

Observation of the student in the classroom environment by the learning assistance teacher, principal, counsellor is usually necessary to provide data on the setting, the specific behaviors and the effects of intervention.

Referral to special education district services should be through the school-based team. It may be that community agencies, the Ministry of Human Resources, or Mental Health personnel need to be involved in the identification process. A medical referral is essential if a student is viewed as having severe behavior problems.

For purposes of establishing that a student has severe behavior problems, the assessment should describe behaviors which distinguish between common disciplinary problems and severe

behavior problems. For purposes of distinction, the following behaviors serve as examples of common disciplinary problems:

(a) truancy
(b) defiance of certain but not all school personnel (e.g. one teacher or bus driver)
(c) abusive behavior towards selected peers, but satisfactory relations with others.
(d) disruption of certain classes, but voluntary self-control in other environments (e.g. auditorium, recess etc.).

It must be noted that while prevalence of severe behavior problems is difficult to determine, there is a tendency to overestimate the number of such children.

3.28.3 SERVICE DELIVERY

The regular classroom with support is the preferred model of service delivery. Support may be provided at both the school and the district level. Consultation and direct service may be provided by special counsellors or teachers or educational psychologists depending on the district's resources. Consultation and support may also be forthcoming from the Ministry of Human Resources or Ministry of Health as well as other community agencies. The use of trained aides to assist the regular class teacher should also be considered as an option in service delivery at the school level.

Delivery of service in the regular classroom has the major advantage of eliminating the process of transfer of new behavioral skills from special settings back to the regular class. In addition the presence of good peer models strengthens the learning of appropriate behaviors.

In situations where a temporary change of setting may be beneficial to both the student and classmates alternatives include protected class settings and short term special placements with integration.

A protected class (a reduced class size with placement of one or more students with severe behavior problems) has the advantages of a regular placement. Usually consideration is given to selection of strong peer models in order that the student with severe behavior problems may benefit from association with peers displaying appropriate school behaviors.

In short term special class placements, the goal is the careful identification of interfering behaviors and the development of a

program to replace those behaviors with more appropriate ones. A method for effectively transferring newly acquired behavioral skills to the regular program must be established in any separate delivery system. As these children are among the most difficult to serve educationally, support must be provided to the child, school and home on an integrated basis. Cooperative service with personnel in the Ministry of Health and MHR must not be overlooked.

3.28.4 PROGRAM

Intervention programs for children with severe behavior problems must be designed on an individual basis with coordination between the school and home. An appropriate individualized educational program would include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program. It is expected that the program would be developed in consultation with the regular classroom teacher and parent(s) and that support would be provided to the teacher and student rather than removing the student to a special setting.

School districts should have an ongoing process to evaluate the effectiveness of programs for students with severe behavior disorders. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.28.5 PROGRAM PERSONNEL

The major emphasis should be on identifying a person or team who can provide consultation to the regular classroom teacher in dealing with severe behavior problems. In some districts this service is delivered by a team consisting of a teacher and child care worker working in the regular classroom, while other districts use a counsellor, or other district personnel.

The use of trained aides should also be considered as a viable option in meeting the needs of students with severe behavior problems.

Personnel working with these students should have special education background, with specialized training in the education of children with behavior disorders.

3.28.6 RESOURCES

A range of human and material resources should be made available for these programs. These would usually include the specialist services described above, as well as the usual material and equipment. In addition, programmed learning materials are often useful with this group of students.

3.28.7 FACILITIES

Facility requirements are not specific for programs for children with severe behavior problems. However, it has been found desirable in some instances to use classrooms with appropriate partitions to reduce distractibility.

Please refer to the B.C. School Facilities Manual Part 7 Design Guidelines.

3.28.8 CONSULTATION

Although the major focus of these programs should be educational, it may be appropriate to utilize other consultative services which are available in the community (e.g., Ministry of Human Resources, Mental Health, Family Service agencies).

District consultants in all curriculum areas as well as special education may be able to provide valuable help for this group of children.

The services of the Special Education Division are available to school districts to assist with programs for students with severe behavior problems. Further information may be obtained from:

Division of Special Education
Ministry of Educaton
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.29 REHABILITATION

3.29.1 DEFINITION

These programs, which are jointly funded and managed by school districts, the Ministry of Education and the Ministry of Human Resources, provide a combined educational and child care service for students who have dropped out of school or appear likely to do so. The major goal is the acquisition of basic academic and social skills which will permit re-entry into the school system or further training or employment. Since these programs are viewed as part of a continuum of service, emphasis should be placed on preparation for the next step, as identified by students, staff and parents.

3.29.2 IDENTIFICATION

Students in these programs will be those who have experienced great difficulty in coping with the traditional secondary school structure, instructional methods and curriculum. They will typically be at the junior secondary age level and exhibiting social/emotional as well as academic problems.

They will have been identified at the school level and referred to the district screening and placement committee for assessment and screening procedures. Placement in a rehabilitation program will result only after all school and district options have been exhausted.

3.29.3 PROGRAM

Program proposals should be developed by a local program advisory committee which must include school district and Ministry of Human Resources representatives. It is often desirable to have other agencies, community representatives and parents participate as well. Funds for Ministry of Human Resources input to rehabilitation programs are part of each Regional Manager's budget and therefore program negotiations should be conducted between the school district and Regional Manager or delegate.

The program description will clearly define entrance and exit criteria which will be made known to students and parents.

An individual education program will be developed for each student in conjunction with his/her parents. The program should include a statement of the student's present levels of educational performance, the long range goals and short term objectives, the

services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program. These programs will include counselling, life skills training and recreational programming which will be the prime responsibility of the child care worker(s).

Program and individual evaluation should be conducted jointly by school district and Ministry of Human Resources staff in conjunction with students and parents. The Ministry's publication Evaluation of Special Programs: Resource Materials will provide useful information on program evaluation.

3.29.4 SERVICE DELIVERY

The program must be attached to a regular school for administrative purposes and will be under the supervision of the principal of the school. It may be located within the school (although it will accept referrals on a district-wide or area basis) or in separate premises.

The facilities of the host school should be made available to the program as far as possible. These typically would include gyms, shops, library, etc.

Attempts should be made to have students in rehabilitation programs participate in activities and classes of the host school to the greatest extent possible as part of the re-integration process.

3.29.5 PROGRAM PERSONNEL

The minimum staffing requirement is a teacher employed by the school district and a child care worker who may be an employee of the Ministry of Human Resources, an employee of the school district or of a private society. In all cases funding for the child care worker and some appropriate program expenses (e.g. transportation, recreational activities) will be provided by Ministry of Human Resources funding.

In some cases it may be appropriate for the school district to provide an aide or staff assistant for the program as well as a teacher. The teacher should have a special education background, with specialized training in the education of students with behavioral/social problems.

Hours of work for child care workers should allow for sufficient flexibility so that activities can be scheduled for after school hours.

3.29.6 RESOURCES

The full spectrum of resources of the school district should be made available to the rehabilitation program. These should include assessment services, resource materials and specialist consulting services.

3.29.7 FACILITIES

The provision and maintenance of appropriate facilities is the responsibility of the school district.

Please refer to the B.C. School Facilities Manual Part 7 Design Guidelines.

3.29.8 CONSULTATION

Program and individual consultations should be made available by district staff and school administrative staff. In addition, social work consultation may be available from local Ministry of Human Resources staff.

The services of the Special Education Division are also available. Further information may be obtained from:

Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.30 ENGLISH-AS-A-SECOND LANGUAGE/DIALECT

3.30.1 DEFINITION

English-as-a-Second Language/Dialect programs are designed to provide services to students who do not speak standard Canadian English as a "home" language. The regular curricula will need to be adapted and/or modified to meet the needs of the English-as-a-Second Language/Dialect students until they can attain the ultimate goal of working in the regular curricula.

E.S.L./D. students bring to school a wealth of ideas and experiences which are encoded in the language of the home. They are cognitively as well developed as their standard-English speaking peers; they simply express themselves in a different linguistic form.

3.30.2 IDENTIFICATION

English-as-a-Second Language students are those whose progress in the English speaking school system is not commensurate with their age and/or abilities, due to the fact that English is not their first language.

English-as-a-Second Dialect students are those whose dialect of English is sufficiently different from that used by the school system as to restrict their progress.

Initial screening to determine if a student requires E.S.L./D. support should consist of a short oral interview and aural comprehension test. If the student's oral skills warrant it, an assessment of reading and writing skills should also be given.

3.30.3 PROGRAM

The overall goal for the E.S.L./D. student is to be able to communicate competently in standard English. A program for an E.S.L./D. student should be based on initial and progress assessments. A language support program in usually combined with integration into subject areas which have been appropriately adapted and/or modified.

Close monitoring of the student's progress and adjustment of his/her program is very important. Language support may need to be increased or decreased, there may be deficiencies in the student's

basic knowledge of certain subject areas, or conversely some students may be more advanced than their peer group.

Programs in language and culture should be designed so that, as students achieve a level of fluency in English commensurate with their age and ability, their language and culture are supplemented and not supplanted.

Most students probably require about three years of English-as-a-Second Language (E.S.L.) instruction on a gradually reduced time basis if their academic achievement is to approach its potential.

Programs should be self-terminating, i.e. unless new enrolees arrive in the school district, the pupils should be gradually absorbed into regular programs.

School districts should have an ongoing process to evaluate the effectiveness of programs for E.S.L. students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.30.4 SERVICE DELIVERY

Services may be provided for the E.S.L./E.S.D. student in a variety of ways:

(a) Reception classes
(b) Half-day classes
(c) Withdrawal classes - school-based teachers
(d) Withdrawal classes - itinerant teachers
(e) Transitional classes
(f) Supportive programs within a regular classroom.

Every effort should be made to place E.S.L./E.S.D. students in situations which will maximize their opportunities to learn standard Canadian English, to interact with their peers and to exchange cultural information.

3.30.5 PROGRAM PERSONNEL

The attention of school districts is drawn to the desirability of hiring teachers with the skills and training for teaching English-as-a-Second Language/Dialect students.

3.30.6 RESOURCES

Districts should refer to the publication, English-As-A-Second Language/Dialect Curriculum Resource Book (K-12). This book is available from the Publication Services Branch.

Language Developmental Programs are available from the Ministry of Education. Refer to Product Information E.S.L./D., 1981.

3.30.7 FACILITIES

Please refer to the B.C. School Facilities Manual Part 4 Space Standards and Part 7 Design Guidelines.

3.30.8 CONSULTATION

Programming - Modern Languages Branch
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611

Funding - Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (local 205)

3.31 INDIAN EDUCATION

3.31.1 DEFINITION

The Indian Education Branch of the Ministry of Education assists school districts, in consultation with the native community, to meet the special learning needs of Indian children in the public schools. To achieve this objective districts are encouraged to develop academic skill building programs which reflect the cultural, linguistic and social background of Indian children.

3.31.2 IDENTIFICATION

For educational purposes, native Indian means all children of Indian ancestry - status, non-status and Metis.

3.31.3 PROGRAM

Programs will be considered in the following areas:

(a) Native language program development and implemention in order to revive, maintain and to teach literacy in these languages. Bilingual literacy programs at the primary level are appropriate where the language of dominance of a significant group of native students in a school or district is a native language.

Where the language of dominance is a native language or where the English dialect spoken by Indian children is significantly different from the requirement of school English, English as a Second Language/Dialect programs may be appropriate (See Section 3.30).

(b) Native Indian curriculum development and implementation. These programs are designed to increase the relevancy of the school curriculum to the Indian child's realities, to introduce Indian history and culture (including those of the contemporary period) as well as Indian arts and crafts and skills programs into the curriculum. Encouragement should be given to the Indian community to participate fully in these activities, serve as language and culture specialists and resource people and help develop and authenticate the content of curriculum through joint school district - Indian community curriculum development committees.

(c) Para-Professional workers program which provide for Indian home-school coordinators and teacher aides to provide a

bridge between the child's community and the school, to consider the child's total needs as they relate to educational success and to provide assistance and support to the student and teacher alike.

(d) Alternative education programs which provide re-entry into or alternatives to the regular programs especially for drop-outs and potential drop-out students. These programs are designed to meet the needs of Indian students but are open to all qualifying students. A reserve or other Indian setting may be considered appropriate for such programs. However, all such programs must be administratively attached to an existing school and the students included in the total enrolment of the school district.

(e) Preventive programs for native Indian students, especially in the latter part of elementary school and in the junior secondary, to keep Indian students in the regular program. These programs involve readiness, tutorial and supervised study programs.

Districts should generate plans for the formative and summative evaluation of their Indian Education programs in the light of their objectives and in measurable terms where possible. Such plans should accompany applications and reports. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.31.4 SERVICE DELIVERY

Programs are delivered in the context of the regular program of the school wherever possible and are not intended to lead to long-term segregation of the Indian student.

3.31.5 PERSONNEL

Indian Education programs use a combination of professional teachers supported by native Indian para-professional personnel where feasible. The inclusion of resource people from the native Indian community is encouraged.

3.31.6 RESOURCES

The Indian Education Branch, in conjunction with the Curriculum Development Branch and other sources, has developed a number of

resource books, videotapes and kits relating to various aspects of Indian Education.

A list of these materials is available on request from the

Indian Education Branch,
Ministry of Education,
Parliament Buildings
Victoria, British Columbia
V8V 2M4

3.31.7 FACILITIES

Indian Education programs are carried out in regular classroom settings. Some alternative programs are carried out in a native Indian setting and occasionally cultural programs are conducted in field settings.

3.31.8 CONSULTATION

Districts should systematically consult with the Indian community on the education program for Indian children through band education committees, other Indian education organizations or a representative advisory group.

The Provincial Director is available to consult with school districts, in conjunction with Indian organizations, in the development and evaluation of these programs. Further information may be obtained from:

Director,
Indian Education Branch,
Division of Special Education,
Ministry of Education
Parliament Buildings
Victoria, British Columbia V8V 2M4
Telephone: 387-4611 (Local 205)

3.32 GIFTED EDUCATION

3.32.1 DEFINITION

Gifted and/or talented children are those possessing demonstrated or potential abilities, which are extraordinary or atypical. capabilities may be demonstrated as intellectual, creative, specific academic and leadership abilities, or in the visual and performing arts.

Gifted children often demonstrate outstanding abilities in more than one area. The intellectually gifted may also be socially talented; the musically talented may also be intellectually and mathematically gifted. Usually a hign degree of talent in one or more areas is accompanied by intellectual giftedness.

In order to qualify for Ministry special education funding under Function 3 of the Financial Managemert System, gifted students must be receiving specialized educational services. The Ministry will provide funding for a maximum of 2% of the district enrolment.

3.32.2 IDENTIFICATION

School districts should establish a screeni licy or program for identifying the learning needs of gifted ch idren and as a vehicle to ensure consistency of decisions regarding the population being served.

The needs of gifted students should be identified using multiple criteria and instruments. A reliable and comprehensive assessment process would include as needed:

(a) informal observations and nominations by teachers, parents and students
(b) use of behavioral checklists and inventories
(c) academic history
(d) formal testing

Formal testing could include such sources as:

(a) standardized achievement tests
(b) intelligence tests
(c) tests of creative and divergent thinking
(d) differential aptitude models such as Guilford's "Structure of Intellect" or Williams' Creativity Assessment Package.

The type of program offered will be consistent with the needs identified. The importance of early and ongoing identification is stressed.

3.32.3 PROGRAM

The needs of gifted children will be met by a variety of programs planned by districts. Normally, such services should be provided in the context of and related to the regular school program and may include:

(a) resource centres
(b) special courses at the secondary level
(c) specialist teacher
(d) mentor programs
(e) consultative services for teachers
(f) identification and evaluation services
(g) differentiated curriculum development
(h) counselling.

The intent of these services will be to supplement regular classroom activities with a percentage of time spent in a setting offering specialized, individualized and concentrated development of specific skills and abilities.

School districts should provide for regular formative evaluation of their gifted programs. Please see the Enrichment and Gifted Education Resource Book section (Pp. 187-194) and the Ministry's Evaluation of Special Programs: Resource Materials.

3.32.4 SERVICE DELIVERY

The delivery of instruction should be provided on different levels according to the needs identified. For enrichment, the instruction can be diversified by the classroom teacher within the general curriculum. As the learning needs intensify, specialized instruction will need to be provided. While the regular classroom teacher may, with adequate professional support (helping teacher, specialist coordinator, resource person) provide for some of these needs, it is recognized that the regular classroom and general curriculum may not meet the increasingly extraordinary and atypical abilities found in a small number of students. For these intense and prolonged needs to be accommodated, provision should be made for specialized environments and curriculum. Pull-out programs,

special courses and classes, and individualized, self-directed experiences with mentors can accommodate these needs.

Differentiation of the curriculum or of learning experiences on an occasional basis would usually be initiated within the regular classroom. Further assistance and opportunities can be given to develop and apply cognitive and affective skills through the use of thinking skills lessons and alternate materials within the classroom or school enrichment room. More specialized and diverse interests can be accommodated through extracurricular activities, formation of specific interest groups or clubs and special schooltime activity programs. For the secondary student, a broadening of options (e.g. mini-courses, variable units) within courses and variety in electives will assist in enriching the educational experience of most students.

3.32.5 PROGRAM PERSONNEL

Much enrichment can be provided by the regular classroom teacher within a flexible curriculum/classroom structure. Some of the needs of gifted children can also be met in the regular setting with adequate (specialized) support services. However, as the intensity and diversity of needs increases, provision should be made for the use of specialized teachers. These teachers could work: (a) through enrichment centres;
(b) with small specialized groups or courses;
(c) as helping teachers/coordinators of school and district-based facilities;
(d) as teachers of specialized classes.

3.32.6 RESOURCES

The Enrichment and Gifted Education Resource Book provides more detailed information on the subsections in these guidelines as well as a guide to differentiating the curriculum materials. It is recommended that schools do not follow one particular curriculum model. Materials produced to follow a particular model may not be appropriate for meeting a variety of learning needs.

Districts should look to the variety of locally produced materials available through the Provincial Educational Resource Centre. Further, there may be many resources available within the community (mentors, local colleges, private coaches, community libraries, local business) which can increase the range and flexibility of available options.

3.32.7 FACILITIES

Please refer to the B.C. School Facilities Manual Part 4 Space Standards and Part 7 Design Guidelines.

3.32.8 CONSULTATION

The services of the Provincial Coordinator of Enrichment and Gifted Programs are available to school districts to assist with enrichment and gifted programming. Further information may be obtained from:

Provincial Coordinator
Enrichment and Gifted Programs
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.33 - HOSPITAL

3.33.1 DEFINITION

Many students are absent from school for periods during the school year. Such students may be confined in hospital for medical or other reasons. School district's should maintain appropriate educational programs for students who are confined for periods of ten days or longer.

3.33.2 IDENTIFICATION

School districts should establish and publish policies for accessing hospital services.

Students eligible for hospital services will include students who are absent from school for medical reasons such as injury, disease, surgery, pregnancy, psychological disability, etc. Authorization by the physician should be received prior to providing services.

3.33.3 PROGRAM

Special teachers for the hospital students should support the regular school program which the students would receive if they were in school.

Districts should establish procedures which outline responsibilities of the parents, the school and the hospital teacher. These procedures should also outline the support to be given to the hospital teacher by all concerned.

Records of referrals received and services rendered to hospitalized students should be maintained and be available for review.

School districts should have an ongoing process to evaluate the effectiveness of their hospital programs. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.33.4 SERVICE DELIVERY

Hospital teachers should deliver assignments and provide academic assistance to confined students. Districts should establish a framework to ensure that all school assignments are provided to the

student. Regular contact should be established between the hospital teacher, the regular classroom teacher and the parent.

Cooperation between school districts is needed to ensure that instruction is provided to students who must be temporarily hospitalized outside their home school district.

3.33.5 PROGRAM PERSONNEL

Hospital teachers should be certified British Columbia teachers with elementary and/or secondary school teaching experience. Since such teachers must provide direct instruction to students, it is essential that they possess:

a. knowledge of health care and community services;

b. the ability to work effectively with parents, public health and hospital personnel, medical staff, and other school district personnel;

c. knowledge of curricula and instructional resources for appropriate grades;

d. knowledge of human behavior and the ability to work effectively with students who have emotional/social problems;

e. knowledge of child development and an understanding of the educational needs of exceptional children;

f. skills to assess the educational needs of a student and to modify curriculum, teaching techniques and materials to meet the student's specific needs.

3.33.6 RESOURCES

Districts should attempt to ensure that the hospital teacher has access to all available resources (i.e. equipment, materials, curriculum guides, etc.)

Support from the Correspondence Education Branch is available for long-term hospitalized students.

3.33.7 FACILITIES

Districts should attempt to secure within the hospital setting appropirate facilities conducive to good learning conditions.

3.33.8 CONSULTATION

The services of the Division of Special Education are available to school districts to assist with programs for hospitalized students. Further information may be obtained from:

Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C., V8V 2M4
Telephone: 387-4611 (Local 205)

3.34 HOMEBOUND

3.34.1 DEFINITION

Many students are absent from school for periods during the school year. Such students may be confined in their homes for medical or other reasons. School districts should maintain appropriate educational programs for students who are confined for periods of ten days or longer.

3.34.2 IDENTIFICATION

School districts should establish and publish policies for accessing homebound services.

Students eligible for homebound services will include:

(a) students who are absent from school for medical reasons such as injury, disease, surgery, pregnancy, psychological disability etc. Authorization by the physician or public health nurse should be received prior to providing services.

(b) students suspended by the Board of School Trustees for five days or longer. However, districts should ensure that service delivered on this basis is backed by policies and procedures and that adequate safeguards exist. Attention is drawn to those sections of the School Act relating to student suspension/dismissal (Section 117 (1-7)).

3.34.3 PROGRAM

Special teachers for the homebound students should support the regular school program which the students would receive if they were in school.

Districts should establish procedures which outline responsibilities of the parents, the school and the homebound teacher. These procedures should also outline the support to be given to the homebound teacher by all concerned.

Records of referrals received and services rendered to homebound students should be maintained and be available for review.

School districts should have an ongoing process to evaluate the effectiveness of their programs for homebound students. Please

Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.34.4 SERVICE DELIVERY

Homebound teachers should deliver assignments and provide academic assistance to confined students. Districts should establish a framework to ensure that all school assignments are provided to the student. Regular contact should be established between the homebound teacher, the regular classroom teacher and the parent.

3.34.5 PROGRAM PERSONNEL

Homebound teachers should be certified British Columbia teachers with elementary and/or secondary school teaching experience. Since such teachers must provide direct instruction to students, it is essential that they possess:

(a) knowledge of health care and community services;

(b) the ability to work effectively with parents, public health and hospital personnel, medical staff, and other school district personnel;

(c) knowledge of curricula and instructional resources for appropriate grades;

(d) knowledge of human behavior and the ability to work effectively with students who have emotional/social problems;

(e) knowledge of child development and an understanding of the educational needs of exceptional children;

(f) skills to assess the educational needs of a student and to modify curriculum, teaching techniques, and materials to meet the student's specific needs.

3.34.6 RESOURCES

Districts should attempt to ensure that the homebound teacher has access to all available resources (i.e. equipment, materials, curriculum guides, etc.)

Support from the Correspondence Education Branch is available for long-term homebound students.

3.34.7 FACILITIES

Parents/guardians should be present in the home, or have given written consent for the homebound teacher to instruct their child.

3.34.8 CONSULTATION

The services of the Division of Special Education are available to school districts to assist with programs for homebound students. Further information may be obtained from:

Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

SPECIAL HEALTH SERVICES

3.13.1 SPECIAL HEALTH SERVICES - SPEECH PATHOLOGY

3.13.1.1 DEFINITION

The speech and language disorders program is designed to provide services to those children whose speech and/or language problems have a significant effect on their educational and/or social progress within the educational system. The services provided by the speech-language pathologist include assessment, direct instruction and consultation.

Estimates of the prevalence of speech and language disorders in school- aged children vary considerably and these disorders may be classified from mild to severe.

While a speech and language problem may be the direct result of a learning disability, often speech and language problems occur in association with, or are caused by, other problems. Disabilities frequently found in association with speech and language disorders are mental retardation, learning disability, hearing impairment, cleft palate, physical handicap and autism.

Although children with these educational problems should be considered "at risk" for speech and language disorders, many do not require the intervention of a speech-language pathologist and can be handled by a teacher with specialized skills. However, cooperation is desirable among various professionals to ensure proper services.

Children whose native language is other than English are not usually considered to be the responsibility of the speech-language pathologist, although these students occasionally have a combined problem of English as a second langauge complicated by a speech and language disorder. E.S.L. teachers should be alert to the need for advice, assistance, and possibly intervention from the speech-language pathologist.

3.13.1.2 IDENTIFICATION

Every student who is considered to have speech and/or language that is unusual or abnormal and for whom a satisfactory diagnosis has not been made, should be called to the attention of the speech-language pathologist. School districts are encouraged to establish a school-based team in each school. Referrals to the speech-language pathologist should be made through this team.

3.13.1.3 PROGRAM

Programs should reflect a full continuum of service. Periodic assessments should be administered to monitor progress and to document dismissal from speech-language caseloads. The parents should be completely informed of their child's speech and language needs and should be guided in their participation in the remedial process. An effort should be made to closely coordinate the remediation of speech and language disorders within the child's total educational program.

It is often most effective for the speech-language pathologist to coordinate the design of an individual education plan with involvement of the parents, teacher, learning assistance teacher and other specialists, depending upon the needs of the student. At times however, the speech-language pathologist may play an assisting or consulting role to other educational specialists who have the case management responsibility.

3.13.1.4 SERVICE DELIVERY

School districts will continue to have a choice as to the method of service delivery according to the following options:

1. Contract between the Ministry of Health, Division of Speech and Hearing and the local Board of School Trustees as set forth in Part V of the School Act (1-3).

2. Contract between the Board of School Trustees and an individual who will assume responsibility for delivering the program.

3. Contract between the Board of School Trustees and a certified Speech Therapist/Speech Pathologist.

Virtually all speech and language programs include the following services to some degree: public information, inservice for school staff, identification, assessment, direct treatment and consultation. Speech and language program models vary according to where the emphasis is focused among these components.

In selecting the most appropriate model, consideration should be given to a number of factors such as climate, distance and the availability of other support services. In serving the needs of a particular district, the extent of territory to be covered and the amount of time children lose from the classroom should influence the choice of service delivery. For example, a model emphasizing

direct treatment may be most appropriate for districts with enrollment over 2,500, while districts with enrollment under 2,500, may prefer a model combining equal time spent on consultation and direct treatment. In any model at least 35% of the time available should be spent on direct treatment.

3.13.1.5 PERSONNEL

Self-regulation of speech-language pathology as it exists at present in British Columbia occurs through membership in professional associations:

British Columbia Speech and Hearing Association

Canadian Speech and Hearing Association

These professional groups have established minimum criteria for membership eligibility. Districts should seek to employ speech-language pathologists eligible for membership in the two associations to ensure that candidates have met these minimum professional standards.

People applying for speech and language pathology positions come with a variety of training. The accepted minimal standard of training in American universities and colleges is a master's degree (most American bachelor degree programs are "pre-professional" with insufficient course work in speech and language disorders and remediation techniques and insufficient practical experience to prepare for independent professional employment). The accepted standard from the United Kingdom, Australia and New Zealand is the Licentiate in Speech Therapy. Most graduates from Canadian bachelor degree programs qualify for membership in the two professional associations.

For establishing salary levels, districts are advised to consult the scales established for speech therapists within the Public Service of British Columbia.

3.13.1.6 RESOURCES

Districts should attempt to ensure that speech-language pathologists have ready access to a basic inventory of instruments and materials enabling effective assessment and treatment for students with any of the wide range of speech and language disorders including articulation, language, fluency, voice and resonance. Specialized equipment and materials will be required to enable effective assessment and remediation for students with multiple handicaps.

3.13.1.7 FACILITIES

See B.C. School Facilities Manual Part 7, Design Guidelines.

3.13.1.8 CONSULTATION

The services of the Director and the Coordinator of the Hearing Impaired and Speech Programs Branch are available to assist school districts with programs for speech and language-disordered students. They may be reached at.

Hearing Impaired and Speech Programs,
Division of Special Education,
Ministry of Education,
4196 West 4th Avenue,
Vancouver, B.C. V6R 4J5
Phone: 224-1331

3.13.2 SPECIAL HEALTH SERVICES - OTHER PROGRAMS

3.13.2.1 DEFINITION

At the present time physiotherapy and occupational therapy are the most commonly provided health services in addition to speech pathology. These programs are designed to minimize the effects of physical disabilities which may impede progress in school programs as well as to assist students in the development and maintenance of physical and vocational skills and mobility.

Although there are relatively few children who require these services it is expected that provision will be made for their special needs.

3.13.2.2 IDENTIFICATION

School districts are encouraged to establish school-based teams and district screening and placement committees. Referrals for occupational or physiotherapy should be made through these committees to ensure consistency with regard to the student population being served. Parents should have the opportunity to discuss their child's referral and program with the school-based team and the occupational/physiotherapist.

Generally students who require physiotherapy and/or occupational therapy will have comprehensive medical reports. They may have been receiving therapy in hospital, at a pre-school or rehabilitation centre. The service they receive may be a continuation of the program with special emphasis on adaptation to their educational environment.

If the service is initiated at school a detailed assessment should precede therapy.

3.13.2.3 PROGRAM

The extent of the student's needs in the area of physiotherapy/occupational therapy should be determined by the physiotherapist/occupational therapist after reviewing reports, interviewing parents, observing and assessing student's needs and consulting with educational staff.

The physiotherapist/occupational therapist should inform the school staff and the parents of the student's needs and progress throughout the program.

3.13.2.4 SERVICE DELIVERY

In keeping with the ministry's position on the least restrictive environment, it is anticipated that the consultation and direct service to students will be delivered in the school. It is helpful for the teacher and/or paraprofessional to observe and participate in therapy sessions. This will give school staff further skills in meeting the student's needs on a day-to-day basis.

Students who are severely physically disabled may be living in a hospital or other residential facility and their therapy programs may be provided at the residential facility. It is important that the therapist discuss the student's program, where appropriate, with the educational staff.

School districts determine the method of acquiring these health services. Two possible methods are:

1. Contract with an established service provider (e.g. local Health Unit or hospital).

2. Contract between the Board of School Trustees and a certified physiotherapist and/or occupational therapist.

3.13.2.5 PROGRAM PERSONNEL

It is the Ministry's expectation that the physiotherapists involved with providing services to the students are certified according to the Physiotherapists Act. Occupational Therapists should be members of the British Columbia Occupational Therapists Society. It is also anticipated that these professionals be experienced in pediatric care.

3.13.2.6 RESOURCES

Specialized equipment for the physically disabled is available from the Kinsmen Rehabilation Centre or through special education and medical suppliers.

3.13.2.7 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in programming for students requiring additional Health Services. Further information may be obtained from:

Provincial Coordinator,
Mentally/Physically Handicapped and Autistic,
Division of Special Education,
Ministry of Education,
Parliament Buildings
Victoria, B.C. V8V 2M4
Phone: 387-4611 (Local 205)

IDENTIFICATION, ASSESSMENT & PLANNING

3.08 IDENTIFICATION, ASSESSMENT AND PLANNING

3.08.1 Assessment

The purpose of educational assessment is to provide recommendations for improving the student's instructional program. Recommendations should identify intervention techniques that focus on how to teach the student. Educational assessment is not testing per se; it is decision making.

The assessment process is one of individualized decision making. It examines the setting in which the student is placed, and samples the behavior of the student in a structured manner so as to provide data on which to make intervention and/or placement decisions.

Current practice and research supports an emphasis on pre referral intervention. The role of school-based services is emphasized.

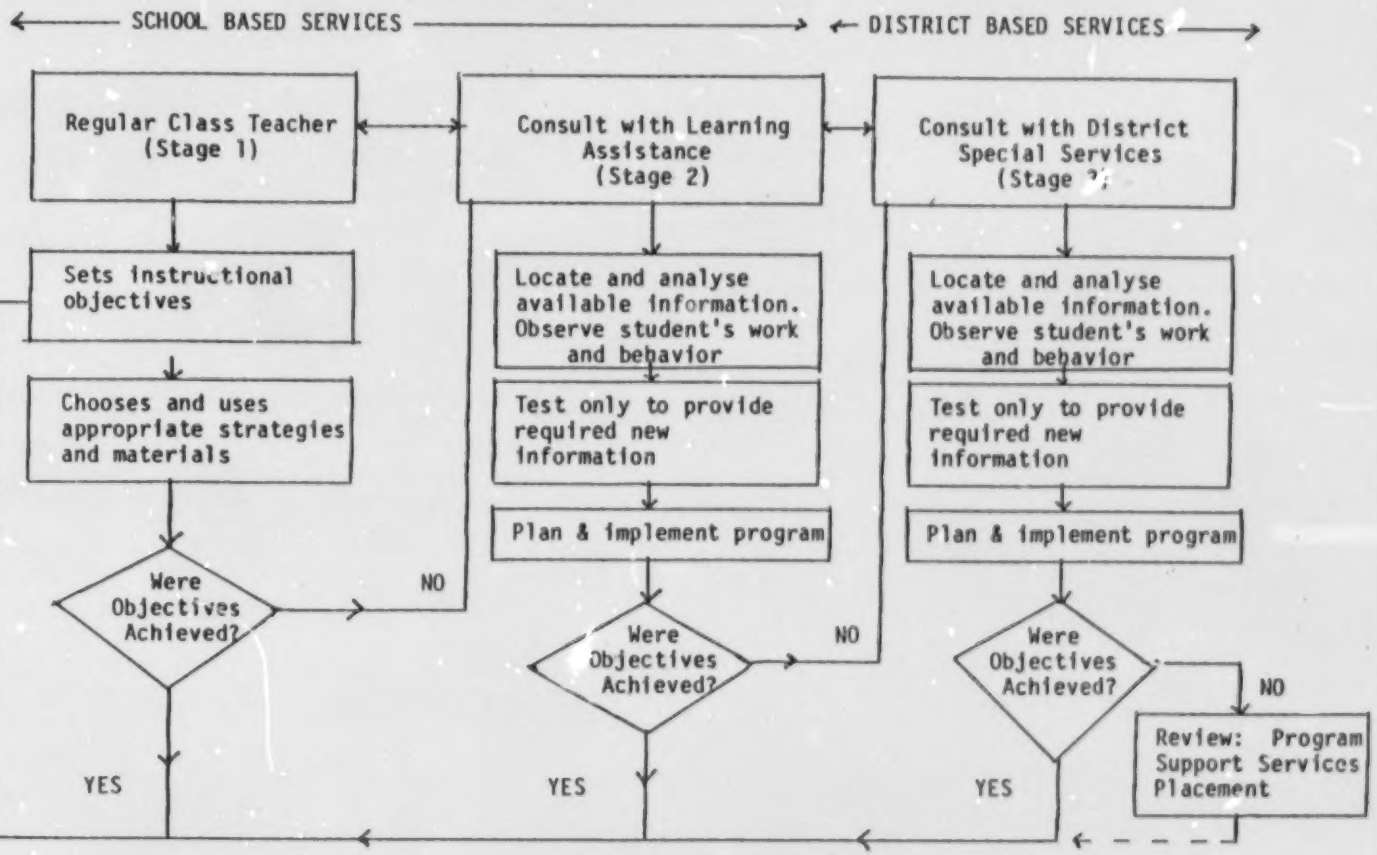
The school is called upon to provide appropriate services to all students within its catchment area. In order to do this, cooperation with other professionals in the school district is often necessary. When the emphasis is on intervention rather than testing the first step involves a request for assistance in planning rather than a request for testing. This request is usually initiated by the classroom teacher and is directed to the learning assistance teacher through the school-based team.
In the ensuing cooperative planning process, the classroom teacher and learning assistance teacher specify the nature of the problem and develop teaching strategies which enable the student to experience success. Problems or reasons for referral should be priorized and the most important problems worked with first.

Observation of the student in the classroom setting is a useful tool in both specifying the nature of the problem and in documenting the effectiveness of intervention strategies.

Intervention plans at the school level are usually successful with the vast majority of students referred. In those few cases where success is not achieved the school-based team, may request formal psychoeducational intervention. This would involve meeting with the parents and obtaining their consent.

The model on the following page is a useful conceptualization of the assessment process. It represents a three stage process beginning in the regular class. It emphasizes that assessment is a decision making process that is an integral part of educational program planning and is tied to achievement of appropriate instructional objectives. The purpose of assessment is seen as

SCREENING AND ASSESSMENT


SCHOOL BASED SERVICES
DISTRICT BASED SERVICES
Regular Class Teacher (Stage 1)
Consult with Learning Assistance (Stage 2)
Consult with District Special Services (Stage 3)
Sets instructional objectives
Chooses and uses appropriate strategies and materials
Locate and analyse available information. Observe student's work and behavior
Test only to provide required new information
Plan & implement program
Were Objectives Achieved?
NO
YES
Locate and analyse available information. Observe student's work and behavior
Test only to provide required new information
Plan & implement program
Were Objectives Achieved?
NO
YES
Were Objectives Achieved?
NO
YES
Review: Program Support Services Placement

providing essential information on which to base instruction and placement decisions and leads to a cooperative plan of action between those who provide specialist assessment services and those delivering the instructional program.

The Division of Special Education encourages the development of:

a) school-based teams who will make recommendations for initial screening, assessment and instructional alternatives within the school. The school-based team will also screen referrals for district assessment services.

b) district screening and placement committees who establish entrance and exit criteria for programs, determine reasonable student placement review mechanisms and make referrals to district programs.

When the school-based team decides that it is necessary to gather additional information in order to provide appropriate instruction a referral for psychoeducational assessment may be in order. This step is taken only after there has been considerable pre-referral assessment and pre-referral intervention. School districts are encouraged to develop policy in this area. The following statement is an example of such a policy.

3.08.2 Purpose of Individual Psychoeducational Assessment

Referral for individual assessment happens only after the school has exhausted its resources in terms of assessment and intervention. Emphasis on school based problem solving should lessen the number of referrals for testing.

The purposes of assessment are:

(a) To provide reliable information for the enhancement of instructional programming for students who exhibit serious educational problems. All formal tests used must be technically adequate, i.e. they must be both reliable and valid.

(b) To provide a functional portrait of the way in which a student learns. This infers that testing is viewed not as a search for cause, but as a method of structured behavior sampling to clarify the problem.

(c) To identify the essential characteristics of a suitable program for the student, as well as the necessary resources. The emphasis is on identification of the conditions under which the child will best learn. Methods of intervention are the focus of the assessment.

3.08.3 Suggested Policy for Individual Psychoeducational Assessment.

(a) Procedures will be established by the school district to provide psychoeducational assessment services for identified students, ensuring the confidentiality of the information which is gathered.

(b) School district personnel and other appropriate agencies will be made aware of the established procedures.

(c) Before an assessment of an individual student is undertaken the parents and the student will be made aware of the purpose of the assessment and the established procedures.

(d) The school district will obtain written parental consent prior to formal psychoeducational assessment.

(e) The school district will ensure that school district personnel respect the confidentiality of information regarding the student and/or parents. No information shall be released to other agencies or individuals without prior written consent by the parent.

(f) In the case of students who are wards of the Superintendent of Family and Child Service, the Superintendent (or his representative) must give written consent prior to the formal assessment and for release of information.

(g) The school district will make every effort to ensure that psychoeducational assessments are carried out by qualified individuals.

(h) The school district will make every effort to ensure that appropriate instruments are used for assessment.

3.08.4 Suggested Procedures for Individual Psychoeducational Assessment.

School Level

(a) The need for assistance in developing appropriate instructional methods may be identified by teachers, parents or outside agencies.

(b) In consultation with the parent and/or outside agency, the teachers will refer the student to the school-based team.

(c) The school-based team will consist of the principal of the school, the student's teacher(s), the learning

assistance teacher, the counsellor and other appropriate support personnel.

(d) The school based team will collect all pertinent educational information, and also consider what social or medical information may be needed.

(e) The school-based team will name a case manager who will be responsible for maintaining the student's file, maintaining home contact, calling case conferences, keeping case-conference minutes and ensuring follow-up.

(f) The school-based team will arrange for the appropriate in-school assessment, and school-based intervention.

(g) The school-based team, in consultation with the parents, will be responsible for making decisions regarding referral for further assessment however the emphasis will be on intervention rather than testing.

(h) The case coordinator will obtain parental consent before referral for formal psychoeducational assessment may take place.

(i) Appropriate referrals will be made in writing utilizing the referral and consent forms provided. Referral forms should indicate the attempts at intervention which have taken place.

(j) The school-based team will consult with parents regarding in-school services to be provided and obtain consent if special education placement is recommended.

(k) The school-based team will, when necessary, suggest to the parents that referral to an outside agency would be appropriate and may help the parent to initiate the referral.

(l) The school-based team will obtain written consent of the parent for the release of information from the school to other agencies.

(m) The case manager will be responsible for seeing that decisions made by the team are carried out and for ensuring follow-up and review of the student's progress.

3.08.5 District Level

(a) District office of special education will accept and process written referrals to determine the student's need for psychoeducational assessment.

(b) Psychoeducational assessments will be carried out by appropriate personnel with recognition of the level of tests each is qualified to use (see 5: 3.08.7) Qualifications of Test Administrators).

(c) Personnel carrying out psychoeducational assessments will gather further pertinent information (e.g. social, medical) if necessary.

(d) Personnel carrying out psychoeducational assessments will choose and administer only technically reliable and valid tests.

(e) Personnel carrying out psychoeducational assessments will confer with the school-based team and with parents and may be involved in making decisions regarding outside referrals, special placements and in-school services.

(f) Personnel carrying out psychoeducational assessments will write a report stating the findings and recommendations of the assessment. Recommendations should focus on intervention techniques that will enable the student to learn.

(g) A report will be sent to the school and, upon request, to the parents, only after it has been discussed with them by the appropriate personnel.

(h) Written parental consent will be obtained before releasing information to outside agencies, or, in the case of pupils who are wards of the Superintendent of Family and Child Service, that written permission/consent of the Superintendent or his representative will be obtained.

3.08.6 Selection and Use of Tests.

(a) The nature of the information required by the referring source should be a prime consideration in selection of tests.

(b) The test manual should clearly indicate the uses for which the test is appropriate and warn against common misuses.

(c) Care should be taken in test interpretation to ensure that unwarranted conclusions are not drawn.

(d) There should be substantial evidence of the required reliability and validity provided in the test manual. For a comprehensive discussion of these issues, see Selection and Use of Standardized Tests: A Resource Book for School and District Personnel, Learning Assessment Branch, Ministry of Education, Province of British Columbia, August 1979.

(e) Careful interpretation of test scores should be made in those situations where the persons tested are not included in the norming sample, e.g. cultural minorities, handicapped students, etc.

(f) Where available, local norms are generally more useful. NOTE: B. C. norms for the most commonly used individual tests are available from the Education Clinic at the University of British Columbia.

(g) It should be noted that most test results and interpretations have a limited lifespan and decision-making should not be based on outdated information.

(h) School districts are encouraged to provide in-service training for school personnel on the use and abuse of psychoeducational tests.

3.08.7 Qualifications of Test Administrators

The Ministry supports the principles set forth in Standards for Educational and Psychological Tests and Ethical Standards for Psychologists published by the American Psychological Association and adopted by the Canadian Psychological Association.

Educational and psychological tests are generally categorized according to levels of training required of the test administrators. School districts should ensure that personnel administering tests have appropriate levels of training.

Screening, diagnostic and achievement tests, administered at the school level, usually require at least one course in measurement, guidance or an appropriate related discipline.

Tests involving psychoeducational assessment usually require the user to have completed graduate training in measurement, guidance,

individual psychological assessment or special testing methods appropriate to a particular test.

3.08.8 Resources/Assessment

For those school districts who do not employ their own personnel the following are possible sources for psychoeducational assessment services:

(a) Education Clinic, Faculty of Education, University of British Columbia.

Although this clinic's primary purpose is the training of graduate students in educational psychology, special education, reading and counselling psychology, it can provide some assessment services to school districts through supervised practice.

A number of school districts in British Columbia have entered into contracts with the Clinic.

Contact: Dr. O. A. Oldridge.

(b) A list of registered psychologists in British Columbia who are self-designated specialists in school psychology and are private practitioners is available from the B.C. Psychological Association, No. 308, 2150 West Broadway, Vancouver, B.C. V6K 4L9. Telephone: 738-8117.

(c) Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.08.9 Programming

Following the assessment process (which includes the gathering of all relevant information) an educational program should be designed, implemented, continously evaluated and modified as indicated by the evaluation. Parents should play an important role in the development, implementation and monitoring of the individual plan along with teachers, district support staff and outside agency personnel as appropriate.

The individual program plan should include:

(a) Description of present level of functioning.

(b) Long-term goals.
(c) Short-term goals.
(d) Instructional objectives.
(e) Special services and/or placement.
(f) Instructional materials.
(g) Dates for review.
(h) Identification of case coordinator and program participants ....including the parents.
(i) Evaluation procedure.

The following pages provide one example of a form which may be useful for program planning and tracking. There have been a wide variety of Individual Educational Program Plans (I.E.P.) developed over the past several years and a great deal written on the I.E.P. Process. It is not the intention of the Division of Special Education to duplicate this material, rather we intend to share the materials we have and to work with field personnel to develop realistic and useful samples for field distribution. For further information please contact the personnel with the Division of Special Education.

Province of British Columbia
Ministry of Education
SPECIAL PROGRAMS

INDIVIDUALIZED EDUCATION PROGRAMS

STUDENT'S NAME	Sally	PRESENT DATE	82.09.15
BIRTHDATE	73.01.15 Age 9 - 7	SCHOOL	Elmbridge

PLACEMENT	DATE STARTED	EXPECTED DURATION OF PLACEMENT
Grade 4 classroom	Sept./82	82-83 Academic year

SPECIAL EDUCATION SERVICES	DATE STARTED	EXPECTED DURATION OF SERVICES
Learning Assistance	82.09.15	3 months

EXTENT OF PARTICIPATION IN REGULAR EDUCATION full time except for 20 minutes per day in learning assistance centre.

SCHOOL BASED TEAM PARTICIPANTS	POSITION
Foe, N.	Principal
Nell, J.	Grade 4 Teacher
Susan, C.	Learning Assistance Teacher

DATE FOR ANNUAL REVIEW AND/OR REVISION OF IEP:
82.12.15

REV
REVISION DATE

STUDENT'S NAME Sally

PRESENT LEVELS OF PERFORMANCE

TESTS	RESULTS
WRAT reading	gr. equiv. 4.8 S.S. 110
spelling	gr. equiv. 4.6 S.S. 108
arithmetic	gr. equiv. 3.6 S.S. 92
Key Math	all areas of key math at age level except for those involving
	accuracy in basic facts of mult. and div.
Brigance Diagnostic Inventories	confirms only area of weakness is basic facts in multiplic-
	ation and division. Addition, subtraction with regrouping OK.
	Measurement and math vocabulary OK.

SUMMARY STATEMENT:
Sally is functioning at grade level in the language arts area (as indicated by her teacher and supported by standardized tests). She is approximately 1 1/2 grade levels behind her placement in arithmetic.

STUDENT'S NAME Sally

	DIRECTION	AREA OF NEED	PROJECTED LEVEL	RESOURCES
GOAL	Increase basic skills in mult. & division.	mathematics	4.0 on key math	Regular class and learning assistance

	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT	MATERIALS/TECHNIQUES
SHORT TERM OBJECTIVE	Given one digit x one digit. mult. facts to 9 x 9	student will correctly write answers.	to 40 problems with 90% accuracy in 2 minutes.	drills - oral worksheets digitor practice

	METHOD	TIME SPAN
EVALUATION	chart progress on daily multiplication drills	2 weeks

	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT	MATERIALS/TECHNIQUES
SHORT TERM OBJECTIVE	Given 2 digit divided by one digit division problems.	student will correctly write answers.	to 40 problems with 90% accuracy.	drills - oral worksheets digitor practice

	METHOD	TIME SPAN
EVALUATION	chart progress on daily division drills	2 weeks

STUDENT'S NAME Sally

PROGRESS REPORT

INSTRUCTIONAL OBJECTIVE	HAS MASTERY	HAS PARTIAL MASTERY	HAS NO MASTERY	COMMENT
Mult. facts to 9	X			achieved mastery Oct. 5/82
Div. - 2 digits x 1 digit		X		continue practice, Oct. 10/82

STUDENT'S NAME Sally

RECORD OF CONFERENCES HELD

DATE October 12, 1982

REASON FOR MEETING Discuss Sally's program

PERSONS ATTENDING Principal, Teacher, Parent, L.A. Teacher

OUTCOME(S) Agreed to provide daily practice in multi. & div. facts in L.A. for 20 minutes. This to continue for 3 months maximum.

DATE

REASON FOR MEETING

PERSONS ATTENDING

OUTCOME(S)

DATE

REASON FOR MEETING

PERSONS ATTENDING

OUTCOME(S)

DATE

REASON FOR MEETING

PERSONS ATTENDING

OUTCOME(S)

DATE

REASON FOR MEETING

PERSONS ATTENDING

OUTCOME(S)

Province of British Columbia
Ministry of Education
SPECIAL PROGRAMS

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

SECTION NUMBER/PAGE 9.14

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

REV

REVISION DATE

IMPLEMENTATION/IN-SERVICE

3.09 IMPLEMENTATION/INSERVICE

Funding for district implementation of special education programs and inservice for special education staff is included in all special programs categories (3.20 to 3.34).

School districts have many options for providing implementation sessions and inservice for their staff

(a) provide the opportunity for staff to attend professional workshops and conferences.

(b) develop inservice programs for the school district using both local and outside resource people.

(c) work with other neighboring districts to develop inservice programs.

(d) cooperate with universities to present credit courses or noncredit workshops.

(e) have local special education staff provide inservice for regular classroom teachers and administrators.

Districts are encouraged to note the research on effective inservice when planning their district's programs.

(a) the inservice plan should be systematic, sequential and planned for an extended period of time.

(b) participants should be involved in defining needs, choosing goals and activities.

(c) the opportunity needs to be available for participants to gain theory, observe demonstrations, actively practice new strategies, receive feedback and receive coaching.

(d) the inservice plan needs to be supported by the school principal and central office staff.

(e) the inservice should be school based and relevant to school problems.

SCHOOL-BASED ADMINISTRATION

3.11 SCHOOL-BASED ADMINISTRATION

This funding category has been developed in recognition of the fact that the presence of special programs in a school imposes increased and different responsibilities on the building administrator.

Some of these responsibilities are:

(a) increase in meeting time for individual program planning and review;

(b) more frequent meetings with parents;

(c) more frequent consultation with teachers;

(d) arrangements for and supervision of out-of-school activities, such as specialized work experience, life skills programs.

SPECIAL PROGRAMS TRANSPORTATION

7.71 SPECIAL PROGRAMS TRANSPORTATION

Function 7 provides funding for regular transportation and housing (where required) for students (including those in special programs). This includes regular and contract busing, transportation assistance, boarding or dormitory allowance and water transportation.

In addition, there is supplementary funding to cover the cost of special transportation for the approved number of students in the following Function 3 programs:

3.20 Trainable Mentally Handicapped
3.21 Severe/Profound Handicapped
3.22 Physically Handicapped
3.23 Visually Impaired
3.24 Hearing Impaired
3.25 Autistic
3.27 Educable Mentally Handicapped
3.28 Severe Behaviour Problems

(See Service Levels Chart on page 6.5)

LEARNING ASSISTANCE FUNCTION 1 & 2

1.04/2.04 - LEARNING ASSISTANCE

DEFINITION

Learning assistance is a school-based service designed to assist schools in providing a range of services which will assist teachers in meeting the needs of students within their classrooms. As a school-based service it is part of the concept of the full service school. A full service school is one which

(a) accepts all students within its boundaries
(b) feels a responsibility to provide appropriate services to all students
(c) cooperates with other professionals in order to deliver services or obtain services appropriate to meet the needs of all students.

In order to meet the needs of all students in the school the learning assistance program should facilitate planning between and among teachers. The learning assistance teacher should be aware of district and community services for special needs students and how to access those services. Part of the responsibility of a full service school is knowing where, when and how to utilize special services in order to obtain the best educational program for students within its catchment area.

The goal of the learning assistance program is to maintain students with mild learning problems in the neighborhood school and the regular classroom. The expectation is that students will receive the major part of their education in a regular class and will not require more than sixty minutes per day of intensive direct instruction in the learning assistance centre.

The learning assistance teacher is a generalist in special education, with major expertise in teaching methodology for students with mild learning problems. Students with moderate to severe disabilities are not candidates for learning assistance as other funding categories have been created for these disabilities.

IDENTIFICATION

Schools are encouraged to establish screening procedures at various grade levels within the school. At the secondary level, the major input for identifying students with learning problems will result

from communication with the elementary schools. It is important to emphasize that these screening procedures are not intended to provide information on which to base programming decisions. Programming decisions should be based on diagnostic information, which include educational tests, observational data, data from the classroom teacher, information from the parents and student, school records, as well as information from other professionals and resource personnel who have been involved with the student.

Screening procedures should assist classroom teachers in selecting students for referral. Schools are encouraged to establish a school-based team to monitor referrals to learning assistance as well as referrals to district special services. Referral procedures should be established, well articulated and reviewed annually in each school.

The school-based team should consist of the principal, referring teacher(s), counsellor, learning assistance teacher, and where appropriate, other individuals who have special knowledge of the student. The student and the parents may meet with the team to discuss the referral and program. The team acts in an advisory capacity to the principal. The team's function is to screen referrals, make placement suggestions, refer to district services as well as review and monitor programs.

In the elementary school, emphasis on early identification should not preclude services at the intermediate level.

SERVICE DELIVERY

The learning assistance program should consist of three components.

(a) Assessment: This includes data collection (e.g. behavioral incidences, work samples, collation of data from files), individual assessment for program planning, diagnostic teaching and pre and post testing. The use of both norm referenced and criterion referenced testing is encouraged. The guiding principle to follow in assessment is to gather sufficient information to develop program. The diagnostic teaching model of test, teach, test is inherent in the assessment component of learning assistance.

(b) Direct instruction: Direct instruction to small groups of students may be provided in either the classroom or the learning

assistance centre. Direct instruction should be supportive to the regular program and not in place of it. Direct instruction is highly structured and follows the principles of effective teaching.

(c) Cooperative planning: This aspect of learning assistance is crucial to successful operation of the program. It is this aspect that provides for the transfer of skills to the regular program and without this transfer, success is unlikely.

Cooperative planning is a process beginning with referral and ending with the monitoring of the child's progress in the regular program. It is based on the premise that each professional has a contribution to make in developing a program with which the student can be successful.

Co-teaching is a component of cooperative planning. Other aspects include consultation with students, parents, teaching colleagues and other professionals. Analysing data from classroom observation is an aspect of cooperative planning, as is curriculum modification and demonstration of instructional techniques to meet student's specific needs in the regular classroom. Time should be scheduled within the school day for the cooperative planning process.

The caseload of the learning assistance teacher for direct instruction should consist of approximately 20 students at any one time although during the school year the total number of students served could be between 50 and 60. These numbers for direct instruction are based on the premise that learning assistance teachers are providing the school with school-based assessment services as well as working cooperatively in classrooms with teachers in order to serve students with mild learning problems. The number of students served can be increased through introduction of peer or voluntary tutoring programs. At the secondary level, the application of the principles of direct instruction to teaching learning strategies and study skills will allow for service to an increased number or students.

PROGRAM

The educational program is a contract between the regular classroom teacher and the learning assistance teacher. Responsibility for the student remains with the regular classroom or content teacher.

The major emphasis at the elementary level is on the remediation of basic skills. These are defined as those skills which are necessary to meet the demands of the curriculum content in the regular classroom.

At the secondary level the remediation of basic skills is only one component of the program. If the student has achieved functional literacy and numeracy the learning assistance program will focus on other skills. 'Learning how to learn' strategies is one option. Other program components include study skills, parallel curriculum, peer or volunteer tutoring programs, and assistance with curriculum modification in the specific content area.

An individualized educational program should be planned for each student who is referred for direct instruction. The IEP begins with a statement of the problem by the referring teacher. The program should be developed by the learning assistance teacher in conjunction with the classroom teacher. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

At the secondary level and possibly at the upper intermediate level the student should be an active participant in the planning process, reflecting on his/her skill level and possible career options. The need for effective long range planning for students with learning problems cannot be over emphasized. Involvement of the student and parent(s) in selecting program options and alternatives is essential.

Students who receive indirect assistance should have a precise record of suggestions for modification/instructional strategies/materials and a review date.

School districts should have an ongoing process to evaluate the effectivess of their learning assistance program. Please consult the Ministry's Evaluation of Special Programs: Resource Materials, for information on evaluation.

PROGRAM PERSONNEL

The major areas of competency for the learning assistance teacher are:

(a) The ability to work and communicate with other teachers and parents in the development of program and/or methodology changes for specific students; i.e. to assist the regular classroom teacher in altering instructional strategies related to special needs of students; to assist teachers in altering, adapting, and modifying curriculum to meet the needs of specific students; to provide teacher inservice related to learning problems; to assist parents in providing a supportive role to the child's program.

(b) The ability to do a complete educational assessment. This would include observation in the classroom; use and interpretation of formal and informal educational assessment procedures; interpretation of psycho-educational data; diagnostic-teaching; and consultation with students, parents, teachers, and other professionals.

(c) The ability to develop, implement and evaluate an individualized educational program that is appropriate for the student's assessed needs.

(d) Expertise in selecting and using a variety of instructional materials and teaching techniques.

(e) Skills for managing a learning assistance program, e.g. scheduling, record keeping, purchasing materials, organizing a centre, working with paraprofessionals.

The Ministry encourages school districts to hire or appoint learning assistance teachers who have the following qualifications:

(a) a Bachelor of Education degree

(b) University training in five or more of the following areas:

1. introduction to exceptional children
2. diagnosis and remediation of learning disabilities
3. teaching the slower learner
4. child development/psychology of adolescence
5. behaviour management/precision teaching
6. remedial reading
7. remedial mathematics
8. language development
9. counselling and/or educational psychology
10. assessment - testing
11. psychology of learning/mastery learning

(c) two successful years of regular classroom teaching

Districts should provide appropriate inservice opportunities to facilitate the upgrading of learning assistance teachers' competencies.

RESOURCES AND FUNDING

Districts are encouraged to develop a list of standardized resources for learning assistance programs and to ensure that all schools operating such programs have access to the established core equipment/materials.

Funding for the learning assistance program, is provided in Functions 1 and 2 of the Financial Management System. Districts are encouraged to allot funds to schools on the basis of a minimum formula with the balance of available learning assistance funds allotted on a needs basis. The funding formula for learning assistance represents additional funding and is calculated separately for elementary and secondary as follows:

1st 1000 students: $\frac{\text{Number of students}}{300}$ x (cost of 1 teacher plus 10% of provincial average teacher's salary)

2nd 1000 students: $\frac{\text{Number of students}}{325}$ x (cost of 1 teacher plus 10% of provincial average teacher's salary)

next 2000 students: $\frac{\text{Number of students}}{350}$ x (cost of 1 teacher plus 10% of provincial average teacher's salary)

4000 plus students: $\frac{\text{Number of students}}{385}$ x (cost of 1 teacher plus 10% of provincial average teacher's salary)

NOTE: The cost of a teacher is equal to the district's average teacher salary plus 4% for benefits unless otherwise noted.

FACILITIES

Please refer to the B.C. School Facilities Manual Part 4 Space Standards and Part 7 Design Guidelines.

CONSULTATION

The services of the Provincial Coordinator, Learning Assistance and Learning Disabilities are available to school districts to assist with learning assistance programs. Further information may be obtained from:

Provincial Coordinator
Learning Assistance and Learning Disabilities
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

FUNDING AND PLACEMENT POLICY - SEVERELY HANDICAPPED

FUNDING-PLACEMENT POLICY AND PROCEDURES
SEVERELY HANDICAPPED CHILDREN

The following policy and procedures have been issued to school districts as Ministry Policy Circular 05 - 83.07.25.

The intent of the policy is to make provision for severely handicapped children who are required to move to another school district in order to receive an appropriate educational program.

The policy provides special grant funding to the "host" or receiving school district for programs approved by the Special Education Division. Programs may be district-specific, regional or provincial in nature. All placements must receive the prior approval of the Special Education Division according to the procedures outlined. All costs must be reviewed and approved by the Special Education Division according to the procedures outlined.

Programs will only receive funding if they are judged by the Special Education Division to be the most appropriate and least-restrictive for the child. Consultation will occur with all concerned. If it is deemed suitable for the child to remain in the home district or if it is deemed that the home district could provide a suitable program through the other special program funding provisions, then local programming will be the only accepted response. Consultation will occur with all concerned.

Where boarding and transportation costs are associated with the approved placement of a severely handicapped child the Special Education Division will review and approve costs and special grant funding will be provided to the receiving school district for reimbursement to parents. One exception to this will be the students attending Jericho Hill Provincial School for the Deaf. The transportation and/or boarding costs for these students will be approved by the Special Education Division but funding will be provided to the home school district for reimbursement to parents.

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

05 | 83.07.25

FUNDING AND PLACEMENT POLICY FOR SEVERELY HANDICAPPED CHILDREN (Implementation Date (83 09 01)

JULY, 1983

ISSN 0823 0765

DISTRIBUTION:

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Colleges and Institute Board Members
Provincial and Territorial Ministries of Educ.

Nature of Circular: Ministry Policy and Procedures Announcement/Revision to Schools Department Circulars R65, R66.

1.0 General Policy

1.1 Any child who is receiving educational services in a school district in which he or she normally resides is eligible for special education services, where appropriate, through the shared special education funding system.

1.2 If, even through the use of shared special education funding, educational services cannot be made available in a particular district, the school district, in accordance with Section 157 of the School Act, may request the placement and provision of services for a child in another school district. The intent of the Funding and Placement Policy for Severely Handicapped Children is to make provision for severely handicapped children whose home school district is unable to provide an appropriate educational program. Approved programs, placements and operating costs will be reviewed annually by the Division of Special Education in terms of program suitability and available financial resources.

... 2

1.3 For approved out-of-district placements, receiving school districts will be reimbursed for approved operating costs of program, including approved transportation and/or boarding costs, with the exception of Jericho Hill School. For those students enrolled in the Jericho Hill School Provincial Resource Program, home school districts will be reimbursed for approved costs of transportation and/or boarding. School districts which host designated Provincial Resource Programs will be reimbursed for the total approved operating program costs.

1.4 For each child attending a designated out-of-district program for a significant portion of the school year (either a Provincial Resource Program or an individual district program) the Ministry will recover from both the home school district and the receiving district the district's share of the average operating costs per pupil. Adjustments will be made to the home district's final determination of budget by the Schools Operations Branch (Note: a minimum of three months will be considered to be a "significant portion of the school year"). A current listing of those provincial resource programs for which recoveries will be made is contained in Appendix II.

1.5 Prior to implementation, and in accordance with the outlined procedures, all proposed placements, together with anticipated operating costs, must be submitted to, reviewed and approved by, the Division of Special Education.

1.6 Programs will be approved only if they are judged to be the most appropriate and least restrictive for the child. If it is determined that the child should remain in the home district, with or without additional shared special education funding assistance, then local programming will be the only suitable response. For any alternative selected, consultation will occur with all concerned.

1.7 Neither the home school district sending children to out-of-district programs nor the receiving school district providing these programs will be eligible for shared special education funding for students enrolled in such programs.

1.8 The home school district sending students to another district or to an approved Provincial Special Resource Program for a significant portion of the school year (i.e. 3 months or more) must not count these students in the district enrolment.

1.9 The receiving district or the district operating an approved Provincial Special Resource Program will count out-of-district students in their total district enrolment; however, those students will not be counted for purposes of calculating the fiscal framework basic program costs for the following programs:

Kindergarten
Grades 1-7
Learning Assistance (Elem.)

School Based Administration (Elem.)

Programs 8-12
Learning Assistance (Sec.)
School-Based Administration (Sec.)

.../3

1.10 Provincial Resource Programs

The Division of Special Education may designate some programs as Provincial Resource Programs. Factors which will be taken into consideration in the designation of such programs will include:

1.10.1 The program provides service to a significant number of children who are identified, through formal assessment procedures, to be severely handicapped and who are not residents of the receiving or "host" district.

1.10.2 The community in which the program is located has the capability to provide essential non-education support services (from community agencies or other Ministries).

1.10.3 The program provides services to a significant number of children who, as a result of the Ministry of Human Resources Program of deinstitutionalization, have been placed in a school district or who are residents of an institution but who are attending programs in a school district (e.g. Tranquille or Woodlands).

1.10.4 The program or the educational component of the program is operating under the authority of a local school district in accordance with the School Act and Regulations.

1.10.5 The educational program is located in a hospital which serves a significant number of children who are not residents of the district in which the hospital is located.

The programs listed in Appendix I have been designated as Provincial Resource Programs. The Division of Special Education will consider additional program proposals from school districts for such designation. However, the Provincial Government restraint program must be taken into consideration and program proposals will be judged in accordance with available resources.

2.0 Procedures

2.1 Home School District Responsibilities

If, following a review of the home district's programming options, it is determined that the home school district is unable to provide a suitable program, then these procedures must be followed prior to program placement.

2.1.1 Discuss possible placement with the receiving district.

2.1.2 Provide all relevant background information about the child to the receiving district.

2.1.3 Provide written confirmation of home district's approval of the placement to the receiving district.

2.1.4 Provide written confirmation of parent/guardian approval to the receiving district.

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2.1.5 Where boarding is required, provide written confirmation from the parent/guardian indicating that they have secured adequate boarding facilities in the receiving district. (an "adequate" boarding facility is one in which: (a)appropriate supervision is available; (b) appropriate transportation is available; (c) necessary specialized equipment and related professional skills are available.)

2.1.6 Where boarding is required, provide written confirmation for the parent/guardian indicating that they authorize the boarding home parents to act on their behalf in matters relating to routine home-school communications.

2.1.7 Where boarding is required, provide written confirmation from the parent/guardian indicating that they have made arrangements to provide the child with appropriate medical and dental care.

2.1.8 Provide written confirmation to the parent/guardian of the home district's responsibility to reimburse the parent/guardian for approved costs of transportation for all students enrolled in the Jericho Hill School for the Deaf and boarding costs for those students enrolled in the Jericho Hill School for the Deaf Provincial Resource Program but who are living off campus.

2.1.9 The home school district has the responsibility of advising parents/guardians in matters relating to additional financial assistance required but not provided for under this policy. Parents may have to be referred to the Ministry of Human Resources or the Department of Indian Affairs or other Ministries or Agencies.

2.1.10 It is suggested that the home school district confer with the local and regional inter-ministry children's committee(s) prior to placement in any out-of-district program.

2.2 Receiving School District Responsibilities:

If it is confirmed that the home school district is unable to provide a suitable program and the requirements outlined in 2.1 have been satisfied, then these procedures must be followed by the receiving school district prior to program placement.

2.2.1 Discuss possible placement with the home school district and determine that a suitable program and space is available.

2.2.2 Provide written confirmation of program placement to the home school district.

2.2.3 Provide a statement of anticipated transportation and/or boarding costs, program costs and a program description to the Division of Special Education for prior approval.

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2.2.4 Provide written confirmation to the parent/guardian of the receiving district's responsibility to reimburse the parent/guardian for approved costs of transportation and/or boarding. (Exception: Jericho Hill School for the Deaf Placements.)

2.3 Financial Instructions

2.3.1 Adjustments to Credit and Recovery of Costs

Wherever possible, adjustments to school district operating budget will be made in the budget year in which the school year ends.

2.3.1.1 Full Approved Operating Program Costs

On the basis of student information and approved operating program costs provided by the Division of Special Education, the Schools Operations Branch will adjust the receiving school district's operating grant on the notice of final determination prepared for the current budget year.

2.3.1.2 Local Share of Operating Costs

For each child attending an out-of-district approved program for a significant portion of the school year, the Schools Operations Branch will, based on student information and approved operating program costs provided by the Division of Special Education, determine the district's share of the average per pupil operating costs to be recovered from the home school district and the receiving district and adjust the operating grant on the notice of final determination prepared for the current budget year. (A minimum of three months will be considered to be a "significant portion").

2.3.1.3 Approved Transportation and/or Boarding Costs

2.3.1.3.1 Jericho Hill School Provincial Resource Program

The Division of Special Education will notify the Schools Operation Branch of the amounts approved under 1.3 of the Funding and Placement Policy for Severely Handicapped Children, including the effective dates, rate, and number of months, as applicable, for each allowance. The Schools Operations Branch will credit the amounts due the home district on the notice of final determination for the budget year in which the school year ends, except that approvals given after January 15 may be carried over for adjustment in the next budget year.

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2.3.1.3.2 Other Approved Program Placements

The Division of Special Education will notify the Schools Operations Branch of the amounts approved under 1.3 of the Funding and Placement Policy for Severely Handicapped Children, including the effective dates, rate, and number of months, as applicable, for each allowance. The Schools Operations Branch will credit the amounts due the receiving district on the notice of final determination for the budget year in which the school year ends, except that approvals given after January 15 may be carried over for adjustment in the next budget year.

2.3.1.3.3 The school district receiving approved funds is responsible for notifying the Schools Operations Branch if an allowance was terminated prior to the end of the period originally negotiated and approved, or if the amount actually paid was less than the amount approved by the Ministry.

2.3.2 Payments to Parents or Guardians

Payments to the parent or guardian for approved boarding and transportation costs are the responsibility of the district receiving approved costs, and are to be made, notwithstanding that the adjustments on the notice of final determination will be made in arrears. For example, boarding allowance approved for the school year commencing in September, 1983 will normally be credited to the designated district in budget year 1984. It is expected that the district will not delay making payments to the parent or guardian pending receipt of the notice of final determination for 1984, but rather, will pay on the strength of the approval given under 1.3 of the referenced policy.

2.3.3 Financial Reports

The district receiving approved costs may be required to submit a certified statement of the payments actually made for boarding and transportation costs, or such other information with respect to costs incurred under this program, as considered necessary by the Ministry.

Enquiries concerning this circular should be addressed to:

Mr. Wayne Desharnais,
Executive Director
Division of Special Education
Ministry of Education
Telephone: (604) 387-4611

RBT/elb

Appendix I

Designated

Provincial Resource Programs

1.	Jericho Hill School for the Deaf	Vancouver
2.	Youth Containment Centre	Burnaby
3.	Youth Containment Centre	Victoria
4.	Youth Containment Centre	Chilliwack
5.	Youth Containment Centre	Campbell River
6.	Gateway House	Delta
7.	Fitzwater School	Kamloops
8.	Overlander Training Centre	Kamloops
9.	G.R. Pearkes Clinic	Victoria
10.	Eric Martin Institute	Victoria
11.	Queen Alexandra Hospital	Victoria
12.	Vancouver General Hospital	Vancouver
13.	Children's Hospital	Vancouver
14.	Sunny Hill Hospital	Vancouver
15.	Pearson Hospital	Vancouver
16.	Senator Study Centre	Vancouver
17.	G.F. Strong Centre	Vancouver
18.	Regional Hearing Impaired	Burnaby
19.	Regional Hearing Impaired	Langley
20.	Regional Educational Support Centre for Severely Learning Disabled Children	Kamloops
21.	Regional Educational Support Centre for Severely Learning Disabled Children	Chilliwack
22.	New Westminster Hospital	New Westminster
23.	The Maples	Burnaby
24.	Intensive Child Care Resource (I.C.C.R.)	Burnaby
25.	Cedar Lodge	Cowichan
26.	Greater Victoria School District Hospitals	Victoria

Appendix II

Provincial Resource Programs - Recoveries from Home Districts*

1.	Fitzwater	S.D.# 24 Kamloops
2.	Overlander	S.D.# 24 Kamloops
3.	Regional Hearing Impaired	S.D.# 35 Langley
4.	Gateway House	S.D.# 37 Delta
5.	Sunny Hill Hospital	S.D.# 39 Vancouver
6.	Pearson Hospital	S.D.# 39 Vancouver
7.	G.F. Strong Centre	S.D.# 39 Vancouver
8.	Regional Hearing Impaired	S.D.# 41 Burnaby
9.	The Maples	S.D.# 41 Burnaby
10.	Queen Alexandra Hospital	S.D.# 61 Victoria
11.	G.R. Pearkes	S.D.# 61 Victoria
12.	Cedar Lodge	S.D.# 65 Cowichan
13.	Jericho Hill School	Ministry of Education

* For each student attending one of the above programs, the home and receiving district's final budget determination will be adjusted to include a recovery equal to the district's share of the average per pupil cost. (Policy 1.4) (Procedures 2.3.1.2)

MINISTRY POLICY

INDEX

TITLE	ISSUE DATE	NUMBER	PAGE
Policy Statement on the Education of the Visually Impaired	78.08.29	58	15.2
Contracting Out by Board (see R.68)	79.03.28	R.34	15.3
Support Services - Severely Handicapped Children	79.09.26	R.44	15.5
Policy Statement on the Education of Hearing Impaired Children	79.10.22	100	15.9
Policy Statement on Indian Education	79.10.24	102	15.11
Administration of Medication	80.09.04	R.60	15.14
Contracting By Boards (see R.34)	80.10.31	R.68	15.16
Joint Statement on Coordination of Service Networks for Youth with Behaviour Problems	81.06.01	R.70	15.17
Admission of Non-Canadian Students	81.08.28	R.73	15.22
Braille Instruction Course 1981-1982	81.11.04	153	15.23
Child Abuse Investigations in Schools	83.01.26	175	15.29
Post-Secondary Department-Policies and Procedures (effective 82/03.22) (Adult Basic Education...)	83.03.30		15.35
Post-Secondary Department-Policies and Procedures (effective 82.03.22) (Adult Special Education...)	83.03.30		15.38
Work Study/Work Experience Programs: Coverage of Students	83.06.27	04	15.41
Funding and Placement Policy for Severely Handicapped Children (Implementation Date 83.09.11)	83.07.25	05	15.45
Orientation and Mobility Instruction for Visually Impaired Students	83.10.05	19	15.53
Policy Statement on Services of Provincial Resource Centre for the Visually Impaired	83.12.07	10	15.58
Child Abuse Policy	83.12.20	11	15.65

Schools
MINISTRY OF EDUCATION Victoria, B.C.
Department circular
containing DIRECTIVES, RULINGS, CHANGES

Date:
78.08.29
No.58
Schools

THESE CIRCULARS SHOULD BE PRESERVED FOR
READY REFERENCE AND AVAILABILITY

AUGUST 1978

POLICY STATEMENT ON THE EDUCATION OF THE VISUALLY IMPAIRED

The Ministry of Education recognizes that every visually impaired child has a right to the appropriate education. While it is the policy of the Ministry of Education that visually impaired children should be educated in their own home district whenever possible, it is apparent that not all visually impaired children can be provided a suitable education in their home school district and some children may, of necessity, have to attend a program in another school district or at a centralized program for the visually impaired.

The Ministry has encouraged and continues to encourage local school districts to provide programs for visually impaired children, within the regular classroom setting. Where there is a need, resource classes for visually impaired children may be established within a local school district or within a regional area. Where numbers do not permit the establishment of local or regional programs, or where special circumstances prevail, the educational placement will be reviewed by the Provincial Coordinator for the Visually Impaired and a recommendation made to the parents, the home school district and to the Special Programs Branch.

A component essential to the establishment of an effective system of delivery of services to visually impaired students in the public schools of British Columbia is the availability of qualified, experienced itinerant teachers who have regular classroom teaching experience and in addition are competent to adapt materials, transcribe into braille and teach the use of many visual aids and technological devices as needed. The expectation of the Ministry of Education is that where special approvals are being granted, teachers who are assigned to the task shall have appropriate qualifications. The Ministry considers it desirable that such teachers have:

(1) A valid B.C. Certificate;
(2) A Master's degree or equivalent diploma in the education of the visually impaired;
(3) Demonstrated skills in human relations and communications.

The Ministry of Education in recognition of the special needs of visually impaired students is improving the present system for the distribution and circulation of specialized instructional and resource materials.

J. L. Canty,
Superintendent,
Administrative Services

JLC:mmc

MINISTRY OF EDUCATION Victoria B.C.

containing DIRECTIVES, RULINGS, CHANGES

Date:
79.03.28
R.34

circular

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

MARCH, 1979

CONTRACTING OUT BY BOARDS

The question of Boards entering into contracts for the provision of various types of service has been a frequent topic of dicsussion and correspondence between various school districts and the Ministry, and also between both Boards and the Ministry and organizations outside the Public School system.

The following is a general statement of Ministry policy on this matter which was developed after the consideration of a number of opinions.

It is necessary to differentiate between "contracting out" and "contracting in." For the purposes of this circular, "contracting out" is considered as a contract by which the Board undertakes to provide service to some agency outside the Public School system. "Contracting in" is considered as a situation in which the Board obtains some service to the district by means of a contract.

Contracting In

The Board has the authority to provide certain types of service by means of a contract as an alternative to employing a person under the provisions of Section 98 (c). The exception is the provision of an instruction/educational service prescribed or authorized by the Ministry or the Board.

Contracting Out

The Ministry finds no support in the Public Schools Act for the practice of contracting out services of the employees of the Board within either the general or specific references in the Act to the powers and duties of Boards of School Trustees, except where required by the Ministry (see Regulation 56 (c)).

Such services sometimes are provided on an "ex-gratia" basis without any contract or other commitment to an agency such as an Indian Band school. The Ministry expresses no specific opinion on this but considers that it could be defended on the grounds of general education concern for the welfare of children resident in the school district and, also, that the children concerned may well, at some future date, transfer into the public schools. However, the Board is under no obligation to provide any such service and the decision remains solely with the Board.

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However, any services, such as formal inspections and reporting, except by Ministry personnal by agreement with Canada, are not authorized. In addition, it must be recognized that any reports written by such persons in such a situation do not come within the authority of the Public Schools Act and could not, therefore, be considered as having been undertaken under the authority of that Act.

Further, as indicated above, Boards do not have authority, under the Act, to enter into any contractual arrangement for the provision of such services as those of a district librarian, special counsellor, or any other educational or educational support service, to any organization outside the Public School system.

The foregoing does not, in any way, infringe upon the power established in Section 160 for Boards to enter into agreements with other Boards.

J. L. Canty,
Superintendent,
Administrative Services

JLC:bg

(This circular is being distributed only to District Superintendents and Secretary-Treasurers.)

schools department circular
MINISTRY OF EDUCATION Victoria, B.C.
containing DIRECTIVES, RULINGS, CHANGES

Date:
79.09.26
No. 44

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

SEPTEMBER, 1979

Support Services - Severely Handicapped Children

The Ministry of Education, Science and Technology is pleased to announce that additional funds for the 1979-80 school year have been made available to the Ministry of Human Resources in order to provide essential support services of a non-professional nature to those children requiring help with personal care and management in a school setting (i.e. feeding, mobility, medication, toileting, dressing).

It is intended that the application of such funding will be in line with recent statements released by the Ministry of Education, Science and Technology regarding the education for all British Columbia children of school age.[1]

Initial funding is primarily intended to assist school districts to provide direct-care support services to multiply-handicapped or severely handicapped children of school age who can benefit from the basic education program as prescribed by the provincial government and who are not presently enrolled in school-based programs because of the lack of essential support services.

Funding will be available to Boards of School Trustees on a contractual basis. That is, upon gaining Ministry approval, school districts may contract with the Ministry of Human Resources for the provision of specified support services according to the procedures set out below.

While initial funding is not intended for the provision of essential support services already put in place by either party to the contractual agreement, school districts should be aware that the Ministry is actively involved with the Ministries of Health and Human Resources in conducting a Provincial research project/study on the whole question of services to handicapped children. Once an accurate picture is gained from such a study (including cost implications) the Ministries to Health, Education and Human Resources will be attempting to put forward a proposal to Government with a view to gaining approval and necessary funding for the provision of necessary support services to handicapped children throughout the Province.

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1. *Please refer to Schools Department Circular #63 (78.09.06) "Education For All British Columbia Children Of School Age".*

1. *Refer also to "Education of the Handicapped - A Policy Statement By The Ministries of Education, Health and Human Resources" (November 1978).*

1. *Refer to Ministry of Education, Science and Technology News Release (78.11.16). "New System to Support Handicapped Children".*

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Procedures for Contracting Services

1. *School District and Local Ministry of Human Resources Personnel and Local Ministry of Health Personnel Identify Needs.*

1.1 *Priority must be given to those children who can benefit from the basic education program as prescribed by the provincial government and who are excluded, from an education in a school setting because of an absence of essential support services. These support services are specifically for children requiring help with personal care and management (i.e. feeding, mobility, medication, toileting, dressing) in a school setting.*

1.2 *It must be recognized when identifying needs that there are some children whose mental, emotional and/or physical handicaps are so severe that even the provision of the usual support services will not provide an environment in which effective learning can take place.*

1.3 *School Districts should follow the statements and directives set out in the Ministry Circular (No. 63 - Schools Department) and News Releases referred to above when considering the provision of essential support services.*

1.4 *School Districts must ensure that thorough screening of all referrals takes place prior to the contracting process.*

1.4.1 *A District Screening Committee should be formed and should consist of personnel from the school district, the Ministry of Human Resources, the Ministry of Health and where appropriate, personnel from other outside agencies working with the child and his/her family.*

1.4.2 *Parents/Guardians should be involved, where appropriate, in the screening-placement process.*

1.4.3. *In cases of mental retardation, care should be taken to follow the procedures set out in the Public Schools Act Regulations (105 (160 (1))*

1.5 *Once needs are determined and specific children are identified, the school district, in consultation with local Ministry of Human Resources personnel and local Ministry of Health personnel, develops an educational program which includes an essential support service component.*

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1.5.1 *Programs will normally involve groups of four (minimum) to twenty (maximum) children. However, circumstances may require support to groups with less than the minimum or more than the maximum. Negotiations on such matters should occur between the school district and the Regional Manager of the Ministry of Human Resources and will depend upon resource monies available.*

1.5.2 *The essential support services component must define the nature of the support services and the appropriate Ministry responsible for delivering services.*

1.5.3 *The Programs (all components) must have specified goals and objectives and must indicate the methods for program evaluation.*

1.5.4 *Individual Educational Programs (including essential support services) must be developed for each child and must set out clearly both short and long-term goals.*

1.5.5 *Parents must be involved during all phases of the decision-making process as it affects their children.*

1.5.6 *The Programs must be described (both educational and non-educational components).*

1.5.7 *The Programs must indicate a process for evaluation and must have entry and exit criteria defined. This information should be shared with the Ministry of Human Resources.*

1.5.8 *Position descriptions must be developed for all personnel involved in the program and must clearly define functions in detail and designate reporting relationships.*

1.5.9 *Program Descriptions should be appended with categories and levels for salary purposes for the non-educational support personnel (sections of the existing union pay schedules for auxiliary employees).*

1.6 *At this point, Proposed Program and Contracting Procedures could be discussed with the Local Inter-Ministry Children's Committee (optional).*

2. *School District And Regional Ministry Of Human Resources Personnel Develop A Two-Party Contract According To A Set Format (Approved).*

2.1 *Contract must stipulate the "Parties To The Agreement".*

2.2 *Contract sets out clearly the services to be performed or provided.*

2.3 *Contract includes "schedules" which include all program information required above.*

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2.4 Contract stipulates that non-educational support personnel provided are to be considered employees of the school district and shall receive salary and benefits commensurate with existing non-educational support personnel in the school district.

2.5 Contract must stipulate the "time period" contract is in effect.

2.6 Contract must stipulate schedules of payment to the school district.

2.7 Contract must stipulate the amount of money contracted, for services rendered.

2.8 Contract should stipulate that Evaluation Processes and Evaluation Reports (Program) should be submitted to the Ministry of Human Resources for information.

2.9 Contract must bear the signatures of the school district signing authority (according to Board By-Laws), Ministry of Education, Science and Technology designated official (Program Superintendent, Special Programs Branch) and the Regional Manager of the Ministry of Human Resources.

** It may be appropriate prior to finalizing contract to discuss it at the Regional Inter-Ministry Children's Committee (optional).

3. Approval of Contracts

3.1 Initial Approval must occur at the local level. School Districts must send contracts to the Ministry of Education, Science and Technology for prior approval then forward contracts to the Regional Manager of the Ministry of Human Resources for final approval.

4. Appendix

4.1 The attached sample contract-agreement (with procedures) has been developed for this new program. School Districts should consult with local Ministry of Human Resources personnel in this regard.

MD/maj
Enclosure

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Schools Department circular

containing DIRECTIVES, RULINGS, CHANGES

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

Date:
79.10.22
No. 100
Schools

OCTOBER, 1979

POLICY STATEMENT ON THE EDUCATION OF HEARING IMPAIRED CHILDREN

The Ministry of Education, Science and Technology recognizes that every hearing impaired child has a right to an appropriate education. While it is the Policy of the Ministry that hearing impaired children should be educated as close to home as possible, it is evident that not all hearing impaired children can be provided with a suitable education in their home district. Some children may be referred to a program in another school district or to the Provincial School for the Deaf.

The Ministry has encouraged and continues to encourage local school districts to provide programs for children with hearing impairments including those with mild to moderate hearing losses. Where there is a need for children with moderate to profound hearing losses, resource rooms, special classes and programs may be provided within a local school district or a regional area. Where numbers do not permit the establishment of local or regional programs, or where special circumstances prevail, the educational placement will be reviewed by the Provincial Educational Review Committee for the Hearing Impaired and a recommendation made to the home school district. Such recommendations may include referral to another school district having an appropriate program or to Jericho Hill Provincial School for the Deaf.

A component essential to the establishment of an effective system of delivery of services to hearing impaired students in the schools of British Columbia is the availability of qualified teachers of the deaf. The requirement of the Ministry of Education, Science and Technology is that where funding is being provided or special approvals are being granted, teachers shall have appropriate qualifications.

The Ministry defines these as:

1) Valid B.C. Teaching Certificate.
2) Masters degree or equivalent diploma in the education of the hearing impaired.

It is expected that for each child the most suitable curriculum and communication method will be used. In all programs appropriate support services, qualified personnel and specialised equipment must be provided.

W. L. Hawker,
Senior Superintendent,
Administrative Services.

WD:jpw

Schools
Department
circular
-containing DIRECTIVES, RULINGS, CHANGES

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE. FILED BY DATE SEQUENCE

Date:
79.10.24
No.102
Schools

OCTOBER, 1979

POLICY STATEMENT ON INDIAN EDUCATION

Preamble

For a number of years the Ministry of Education and school districts, in consultation with native Indians, have been applying themselves to meet the special learning and cultural needs of the native Indian child in the public schools. The scope of activities in this regard has been growing.

Areas of particular concern have emerged during this period which include the under-achievement and "dropping-out" of native Indian students and the implications of this fact for the school's programs; special program emphasis; the place of curriculum about native Indian people in the over-all B.C. curriculum; as well as the place of native Indian para-professional workers in the schools.

The Ministry believes it is an appropriate time to issue a policy statement reaffirming its commitment to achieving parity for native Indian children in the public schools and clarifying areas of initiative and emphasis in the provincial Indian Education program.

It should be stressed that this is a working policy statement. In view of rapid and significant developments, it is expected that policy will evolve and statements will change from time to time. Advice on policy is always welcome.

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THE POLICY

The Public Schools Act provides a mandate to the Ministry of Education, Science and Technology to deliver educational services through provincial public school districts to all school-age children which includes all native Indian children (Section 158:1). For public school purposes, native Indian means all children of Indian ancestry - status, non-status and Metis - and all native Indian children have equal and universal access to the public schools of the province irrespective of tuition support for some Indian children by the federal government.

1. The Ministry recognizes that native Indian children have not achieved to their full potential within the public schools and therefore considers the goal of parity for native Indian children to be a priority concern. Parity as a goal means that through regular and special-needs education programs Indian children will in time reach this potential and that their culture, history and contemporary life will be adequately reflected in the over-all curriculum of the public schools.

2. The Ministry is committed to the development and implementation of programs in Indian Education when such programs are consistent with the goals of the B.C. Core Curriculum and the aspirations of the Indian people to achieve parity and to maintain their cultural integrity.

3. The Ministry encourages the participation of native Indian people in public education, including their membership on school boards, as administrators and teachers, as paraprofessional workers and as parents and students. The Ministry especially encourages the involvement of the native Indian community in the creation of locally-developed Native Indian courses and materials about their own people for the benefit of all children.

4. The Ministry believes that adequate consultation should take place between school districts and native Indian status and non-status education groups regarding programs for native Indian people.

5. The Ministry encourages the recruitment of increased numbers of native Indian teachers. Also, through in-service activities, the Ministry will also endeavor, in co-operation with school districts, to increase the competence of teachers in inter-cultural settings.

6. The Ministry supports the active recruitment of native Indian language and culture specialists, teacher-aides and home-school liaison workers to work in school districts, and also supports the continuous upgrading of these positions through training programs to a recognized status whenever possible.

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7. The Ministry supports the preservation of native languages through the use of the public schools to teach these languages and, where a native language is the language of dominance for a significant group of native children in a school or school district, the Ministry supports the development and implementation of bilingual-bicultural programs, thereby allowing a student to become proficient in two languages and two cultures.

8. The Ministry recognizes that "dropping out" is a serious problem among native Indian students and supports the provision of preventative programs aimed at keeping the native student in the mainstream. It also supports alternative programs which prepare the native student for re-entry into the mainstream school program or provide pre-employment and pre-vocational training so that the school leaver is given preparation for the work-place. It is understood that the Indian community or other Indian setting may be the appropriate location for alternative programs.

9. The Ministry and school districts will endeavour to provide assistance through consulting services and instructional materials to a band or group of bands who exercise the option available to them to establish separate community-controlled schools outside the framework of the Public Schools Act. The Ministry will assist native Indian students moving from an independent school to a public school or vice versa. However, the Ministry will not provide financial assistance to status Indian students attending such schools.

10. The Ministry recognizes that aspects of Indian education go beyond its exclusive jurisdiction and will endeavour to work and co-operate with other provincial and federal agencies to meet the needs of the native Indian community.

W.L. Hawker
Senior Superintendent
Administrative Services

SA/pt

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R60 | 80.09.04

Administration of Medications

FOR IMMEDIATE ATTENTION. Filed in Sequence.

DISTRIBUTION: Secretary-Treasurers
District Superintendents of Schools
Ministry Officials

NATURE OF CIRCULAR: Advisory

This circular indicates, for the guidance of all boards and teachers, the policy the Ministry feels should be in effect in each district with respect to the supervision or administration of the taking of medications by students while actually attending school.

The Ministry is aware of a legitimate concern on the part of teachers who are involved in the administration of medications to children, either directly or by supervising self-administration.

Consultation with staff in the Ministry of the Attorney-General, I.C.B.C., and the Registrar of the College of Physicians and Surgeons has indicated that the policy offers appropriate guidance to teachers so that the health of the children will be protected and the concern of the teachers alleviated.

RECOMMENDED POLICY

EXCEPT IN EMERGENCY SITUATIONS, teachers should administer (or supervise the self-administration of) medications to pupils only if the following conditions are met:

1. The medication is required while the child is attending school.
2. A parent has requested the school's assistance and has signed a release concerning administration by the teacher.
3. Written authorization has been received from an attending physician.
4. The Public Health Nurse has been informed so that she may complete a Medic Alert Card.
5. The teacher has received adequate instructions from the Public Health Nurse concerning the administration of the medication.

SPECIAL NOTES:

1. To teachers:

Teachers should be aware that they have a "duty of care" under common law. If, therefore, a teacher is aware that a medication must be administered while a child is in school, he should take immediate steps to implement the above procedures. Until these can be arranged, medications should not

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be administered by teachers even though this may result in a child being absent from school for a few days. The parents should be informed, if necessary, that the school cannot accept this responsibility, in the interests of the health and safety of the child, until proper arrangements are made for whatever medical authorization, instructions, and supervision are required.

2. To superintendents:

The Ministry suggests that you place the foregoing policy in effect as an administrative directive until your board can consider a policy resolution. You may wish to distribute copies of this circular to all schools with such a directive.

J.L. Canty
Senior Superintendent
Legislative Services

JLC:mg

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R68 | 80.10.31

Contracting by Boards

FOR IMMEDIATE ATTENTION. File In Sequence.

OCTOBER, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Advisory - supplementary to Circular R34

Circular R34 contained the following:

> Contracting In
>
> The Board has the authority to provide certain types of service by means of a contract as an alternative to employing a person under the provisions of Section 89 (c). The exception is the provision of an instruction/educational service prescribed or authorized by the Ministry or the Board.

Since the issuance of that circular we have considered two independent legal opinions, both of which agree that each board is under an obligation, because of sections 119(1) and 155 (1) of the School Act, to carry out its duty and obligation to provide instruction to pupils in its schools through teachers employed by it for that purpose, and does not have the authority to carry out that duty and obligation through persons engaged by others.

We are issuing this further advice because, recently, several districts have discussed this latter procedure with us.

Enquiries concerning this circular should be addressed to:

Mr. Wayne Desharnais
Program Superintendent
Special Programs Branch
Division of Public Instruction

JLC:mg

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R70 | 81.06.01

JOINT STATEMENT

FOR IMMEDIATE ATTENTION. File in Sequence.

JUNE, 1981 ISSN 0225-4158

DISTRIBUTION: Secretary-Treasurers
Superintendents of Schools
Ministry Officials

RE: JOINT STATEMENT ON COORDINATION OF SERVICE NETWORKS FOR YOUTH WITH BEHAVIOUR PROBLEMS

Attached is a joint statement which is being distributed simultaneously by the Ministries of Education, Attorney-General, Health and Human Resources.

/mg

DEVELOPING COORDINATED YOUTH SERVICES - The development of coordinated youth service networks for children with severe behaviour problems is to take into account the following:

1. The four Ministries are to plan a network of youth service in order to ensure that a full range is available. Where a specialized resource is required that does not justify a local resource due to insufficient numbers of children requiring it, the field staff in the Ministries are to plan regional or area resources that encompass several communities, school districts or regions. Each Ministry will identify any portion of the network for which it will be responsible.

2. When assisting a child, all possible effort will be made to assist that child within his own family unit rather than attempting to remove the child to a residential care facility.

3. Where more than one Ministry is involved in providing service to a child with special service needs, or in providing services to that child's family or foster family, staff in these Ministries will share their plans and service delivery programs for such clients to ensure that the services and planning are as complete as possible and well coordinated. One Ministry will not terminate or withdraw such services without adequate advance notice.

4. Staff in all Ministries when assisting a child with severe behaviour problems are to concentrate on diverting the child from the court system where appropriate.

5. When it is necessary to bring a child before a Judge of the Provincial Court pursuant to the Family and Child Service Act or Juvenile Delinquent Act, staff involved shall always ensure that there is a well coordinated plan of action proposed to the Judge. No Ministry will propose to a Judge a plan of action for a child that involves another Ministry without that plan of action being negotiated with all parties involved. And, all parties required to become involved in planning, will enter into the planning with the object of developing the best plans of action that are in the child's and society's best interests. Any plan of action proposed to a Judge must be practical and available. Where a local community resource is not available due to the child's unique needs, a regional or Provincial resource designated for serving these unique needs is to be used.

6. Where a child needs "security" in order to receive treatment, the preferred form of security is through effective staff in sufficient numbers, 24 hours per day if necessary, using interpersonal relationship skills and behaviour modification skills. Attempting to hold a child by means of physical security is not a feature of any child care resource other than for some of the Attorney General's Containment Centres and some of the cottages to be opened at the Maples in the fall of 1981.

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Province of
British Columbia

MEMORANDUM

To MINISTRY STAFF, MINISTRIES OF THE ATTORNEY GENERAL, EDUCATION, HEALTH AND HUMAN RESOURCES

Date June 1, 1981

RE: COORDINATION OF SERVICE NETWORKS FOR YOUTH WITH BEHAVIOUR PROBLEMS

BACKGROUND - Throughout the Province, a large number of special services for children with severe behaviour problems, have been developed by the Ministries of the Attorney General, Education, Health and Human Resources. These programs range from special education services to containment, residential care, child counselling services and mental health services at a cost of several millions of dollars. The children include those who have destructive or violent behaviour, or who are a danger to themselves or to society.

In a continuing effort to ensure that appropriate resources exist for such children throughout the Province, the Ministry of Health is expected to open additional facilities in the fall of 1981 at the Maples. The additional facilities are for children requiring secure residential care while undergoing treatment. In addition, the Ministry of Human Resources is developing 5 intensive child care resource units for children with the most severe behaviour problems.

THE TASK - Notwithstanding the current number of specialized services already developed for children with unique needs due to their behaviour, all of the Ministries' services for these children must be well coordinated if they are to be efficient and effective. With this need for service coordination in mind, Local, Regional and Provincial Inter Ministry Children's Committees, using current resources and budgets are asked to assist in the development of coordinated youth service networks at the Local, Regional and Provincial levels of operation.

Where significant gaps in present networks have been clearly identified, the Ministries' staff are asked to examine, and to develop where feasible, appropriate means to provide the necessary service. Given the economic conditions, additional resources will not be readily available. Any new developmental request that may be considered in the future will obviously require careful planning, with the need well documented and alternatives carefully weighed.

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7. Where a Judge is asked to consider a containment unit for a child, pursuant to the CORRECTION ACT R.S.B.C. 1979, such a proposal should not be made for a child who is mentally ill or in need of mental health or psychiatric services.

   The only time that staff are to recommend to a Judge to have a child sent to one of the Province's CONTAINMENT CENTRES (designated as such by the Lieutenant Governor in Council), is when the child:

a) is age 14 years of age or older, and
b) is adjudged by the court under the Juvenile Delinquents Act to be a juvenile delinquent by reason of an offense for which an adult committing the offense would be liable to imprisonment for more than 2 years, and
c) is deemed by the Ministries' staff to be unsuitable for inclusion in any other program for youths operated by the B.C. Corrections Branch or by the Ministries of Health or Human Resources.

8. Any resource developed or planned should have flexible useage in order to avoid being "locked into" a facility that is later deemed as inappropriate.

9. Staff should be able to demonstrate the effectiveness of any plan or program established to help youth who are experiencing severe behaviour disorders.

10. Resources for youth services may have to be planned using only locally available resource people. For example, planning a resource to include psychiatric services may be very unrealistic for some parts of the Province. Even with extensive National advertising, few psychiatrists are available for practise in most parts of the Province, and of those that are, relatively few have a special interest in devoting their time to youth, and of those that are interested, they are only able to provide a few hours per week or month consultation services to staff delivering the service.

11. Where children are referred to Provincial child care resources such as a containment centre or the Maples, or to an area resource such as an Intensive Child Care Resource Unit, local staff must develop the child's discharge plan, preferably even before the child enters the Provincial or area resource. Local staff are required to work very closely with the child sent to a regional or area resource and with staff in those facilities, in order to ensure that the child is able to re-enter his own community as quickly as possible and in order to ensure the success of the services used to help the child.

THE PROCESS - The local, regional and Provincial Inter Ministry Children's Committees are requested to each complete a report concerning their respective geographic areas of responsibility. The report is to describe:

a) current networks that exist at the local, or regional or provincial levels;
b) any significant gaps in service, the extent of these gaps in terms of numbers of youth and type of problem for which a service needs to be developed, and the plan of action recommended to meet the service need;
c) problems experienced in coordinating services for youth with behaviour problems, and recommended methods for addressing the issues.

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An interim report on the foregoing is to be provided no later than October 31, 1981 and a completed report is to be ready no later than March 31, 1982. All interim and final reports are to be forwarded to the Provincial I.M.C.C. which will prepare a collation and summary for review by the undersigned.

Deputy Minister, Attorney General

Commissioner of Corrections

Deputy Minister, Education

Deputy Minister, Health

Deputy Minister, Human Resources

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R73 | 81.08.28

ADMISSION OF NON-CANADIAN STUDENTS

FOR IMMEDIATE ATTENTION. File in Sequence.

ISSN 0225 4158

AUGUST, 1981

DISTRIBUTION: District Superintendents
Secretary Treasurers
Ministry Officials

Circular R.46, issued 79.11.27, should be read in conjunction with this circular.

We have been advised by Employment and Immigration Canada that immigration regulations only require a letter of acceptance from an educational institution for the issuance of a student visa, and that it is "not possible for us to superimpose a further requirement of approval by the superintendent of the school district."

It is obvious, then, that if a district wishes to have only the superintendent or other designated officials (who must also be qualified to sign under immigration regulations) approve such admissions, the district must establish and enforce policy and regulations to this effect.

As indicated in circular R.46, it is the view of the ministry that our public schools exist for the education of children resident in British Columbia. In general, therefore, we should not encourage other children to enrol in our schools.

Final authority in this matter is vested in boards of school trustees. However, and it is also the view of the ministry, there should be a general policy.

The foregoing does not represent any change in the agreement between British Columbia and Canada, but is simply a clarification of the position and powers of employment and immigration in Canada.

Enquiries concerning this circular should be addressed to:

Mr. J.L. Canty
Executive Director
Deputy Minister's Office
Room 336, Douglas Building
Victoria, British Columbia
V8V 1X4 Telephone: 387-1479

JLC/mg

Province of
British Columbia
Ministry of
Education

Schools Department Circular

153 | 81.11.04

Braille Instruction Course - 1981-1982

FOR IMMEDIATE ATTENTION. File in Sequence.

NOVEMBER, 1981 ISSN 0225-4158

DISTRIBUTION: GENERAL

ATTENTION: Principals of Schools, Enrolling Blind Students.
Itinerant/Resource Teachers of Visually Impaired Students.

For the school year 1981/82 the Ministry of Education continues to fund a braille instruction program under a contract with the Canadian National Institute for the Blind. The program is intended to assist teachers and aides working with visually impaired students using braille. A copy of the program with registration form is attached.

The course can be taken either by correspondence or through lectures given at the Canadian National Institute for the Blind, Vancouver office, 350 East 36th Avenue, Vancouver, B.C., V5W 1C6. For itinerant teachers, classroom teachers and teacher aides employed by school districts in British Columbia, there is no course fee. Participants, however, have to provide their own equipment, (e.g. a Perkins Braille Writer) and some course materials listed in the enclosed brochure.

You are requested to encourage teachers and aides providing instruction and assistance to blind students but lacking braille skills to take advantage of the program. The literature and experience strongly suggests that these personnel should have competency in braille reading and writing.

Applications should be completed and returned to the following address as soon as possible:

Transcription Services
Canadian National Institute for the Blind
350 East 36th Avenue
Vancouver B.C.
V5W 1C6

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For further information please contact:

Mr. Edward Y.P. Lau
Provincial Coordinator,
Programs for Visually Impaired
Ministry of Education
Special Education Division
7451 Elmbridge Way
Richmond B.C.
V6X 1B8

Telephone: 270-3433

Keyword Identifiers

1. Braille Instruction
2. Course for Teachers
3. C.N.I.B.

EYPL/pt
Enclosures

This course is funded by the Ministry of Education, and is being offered for the year 1981-82 by the Transcription Services Department, Canadian National Institute for the Blind, British Columbia-Yukon Division, 350 East 36th Avenue, Vancouver, British Columbia, V5W 1C6. Telephone number: 321-2311.
Toll-free line: 112-800-663-9444

Instructor: Linda Evans, B.A., P.B.

OBJECTIVE:

To offer a course of instruction in the knowledge of braille transcribing to itinerant teachers of visually impaired students, classroom teachers and teachers' aides involved in providing support services to visually impaired students in school districts in the Province. It is designed to enable teachers to become proficient in Grade Two braille. It is not designed to prepare teachers to instruct students in reading and writing braille.

OUTLINE OF COURSE

The course consists of 25 lessons which include:

(a) Alphabet
(b) Contractions and Abbreviations
(c) Numbers
(d) Punctuation
(e) Foreign Language Accent Signs
(f) General format of tests and teacher-made materials.

Instruction involves transcribing from print into braille on the Perkins Braille Writer and proof-reading braille material. The course can be taken either by correspondence or through evening lectures at CNIB in Vancouver.

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(a) Correspondence:

Students are expected to submit exercises regularly each week for correction. They are encouraged to practice with the assigned exercises on a regular basis.

(b) Lecture Course:

An early evening lecture course at the CNIB - 350 East 36th Avenue, Vancouver, British Columbia will be organized if there is sufficient demand. Those interested should apply as soon as possible.

Upon successful completion of this braille course the student can apply for either of the two types of certification.

CERTIFICATION PROCEDURE:

Two types of braille certification are offered by the National Library of The Canadian National Institute for the Blind and are comparable to that offered by the Library of Congress in the United States.

1. Braille Competency:

Write an open book examination within one week of receiving the examination with 90% accuracy (10 demerits).

2. Braille Transcriber:

(a) Write an open book examination within one week of receiving the examination with 90% accuracy (10 demerits).

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(b) After successful completion of the examination and within three (3) months, braille a volume consisting of a minimum of 60 pages of literary braille with less than 30 demerits.

REGISTRATION:

Please complete the enclosed Registration Form and mail it to Transcription Services, 350 East 36th Avenue, Vancouver, B.C., V5W 1C6.

COURSE FEES:

For itinerant teachers, classroom teachers and teachers' aides employed by a school board in British Columbia, there is no course fee, as the course is sponsored by the Special Education Division, Ministry of Education.

EQUIPMENT:

Perkins Braille Writer - Please note that the student is required to supply his/her own braille writer.

REQUIRED TEXTBOOKS & SUPPLIES:

Please see Registration Form for list and prices.

BRAILLE COURSE FOR EDUCATORS OF
VISUALLY IMPAIRED
1981 - 1982

Funded By
SPECIAL EDUCATION DIVISION
SCHOOLS DEPARTMENT
MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

Offered By
The Canadian National Institute for the Blind
Vancouver, British Columbia.

BRAILLE COURSE FOR EDUCATORS OF THE

VISUALLY IMPAIRED

1981 - 1982

REGISTRATION FORM

_____ Correspondence Course

_____ Lecture Course

NAME _____

ADDRESS _____

POSTAL CODE _____ PHONE NUMBER (res.) _____

MAILING ADDRESS (Please indicate where you wish braille mailed)

_____

_____

NAME OF SCHOOL _____

ADDRESS _____

POSTAL CODE _____ PHONE NUMBER _____

POSITION (one)
_____ Itinerant Teacher
_____ Classroom Teacher
_____ Teacher's Aide
_____ Other (specify)

Are you presently working with a braille using student?

YES _____ NO _____

FEES:

For itinerant teachers of visually impaired students, classroom teachers, teachers' aides employed by a school board in B.C., there is no course fee, as it is sponsored by the Ministry of Education, Division of Special Education.

(over)...

ITEMS ORDERED (Please tick items that you wish to order)

English Braille American Edition	$2.40	___
Instruction Manual for Braille Transcribers	8.70	___
Supplementary Drills	3.20	___
Websters New World Dictionary	2.50	___
Code of Braille Textbook Formats and Techniques, 1977 (optional)	13.20	___
Line Scale	11.40	___
Page Line Guide	3.00	___
Braille Paper (11" x 11", 1 lb. pkg.)	1.27	___

Office Use Only

Make payment, cheque or money order, payable to:

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

Amount Enclosed: $ _____ DATE: _____

SIGNATURE: _____

Province of
British Columbia
Ministry of Education
SPECIAL PROGRAMS

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

Province of
British Columbia
Ministry of
Education

Schools Department Circular

175 | 83.01.26

CHILD ABUSE INVESTIGATIONS IN SCHOOLS

FOR IMMEDIATE ATTENTION. File in Sequence.

JANUARY, 1983

ISSN 0225 4158

DISTRIBUTION: GENERAL

Preamble

There has been considerable confusion and some conflict arising between school district and Ministry of Human Resources personnel with regard to responsibilities and procedures involved in child abuse investigations. The Family and Child Service Act (1980) strengthens the powers of access and apprehension of the Superintendent of Family and Child Service and this is reflected in this policy and procedures.

The next revision of the Administrative Handbook will contain this revised policy and procedures.

Responsibilities

The legal duties and responsibilities respecting a child in need of protection are governed by the provisions of the provincial Family and Child Service Act. The Act is administered by the Ministry of Human Resources and the Deputy Minister of that Ministry has been designated the Superintendent of Family and Child Service under the Act.

Every person who has reasonable grounds to believe that a child is in need of protection is required, by section 7 (1) of the Family and Child Service Act, to report the circumstances immediately to the Superintendent of Family and Child Services or to a person designated by the Superintendent to receive such reports. This responsibility is not discharged by a teacher reporting to any person other than a delegate of the Superintendent of Family and Child Service.

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The Act also exempts from liability any person making such a report unless he makes it maliciously or without reasonable grounds for his belief. Failure to report to the Superintendent of Family and Child Service is an offence under the Act.

In allegations of serious physical or sexual abuse, Ministry of Human Resources policy requires the investigating social worker to report the allegations to the police.

Investigation of complaints that a child may be in need of protection is the responsibility of the Superintendent under section 8 of the Family and Child Service Act. This responsibility cannot be assumed by school district or public health personnel although in many cases the investigating social worker will request the cooperation or information from other personnel with knowledge of the situation.

Procedures

1. Allegations that a Child has been Abused or Neglected by a Parent/Guardian

1.1 The investigation will be initiated by a request to the principal for his assistance in the investigation. Principals are required to allow the investigating social workers and, if necessary, the police to interview the child in the school when this is requested. Section 8 of the Family and Child Service Act provides for a representative of the Superintendent of Family and Child Service to obtain a warrant if any person refuses access to a child.

The school is a safe, neutral environment in wh[illegible] to conduct interviews which are often sensitive in nature and it is [illegible]is reason that social workers may choose the school as the si[illegible]or interviewing a child. It is expected that the principal will advise the investigating social worker of any information he/she may have which might make this inadvisable. It is assumed that the communication between all professional staff will be conducted in a professional manner.

1.2 Principals should not contact parents when they are informed that an investigation is taking place, unless specifically asked to do so by the investigating social worker. The responsibility for contact with the parents of the child who is allegedly abused or neglected rests with the investigating social worker.

1.3 Principals and/or teachers should not insist on being present when the child is interviewed. This situation is not parallel to that in which police officers interview children in the course of investigating an alleged offence by the child. In that case the principal or teacher is acting "in loco parentis" to ensure the protection of the child's rights. A social worker investigating child abuse is carrying out the legislative mandate for the protection of children; this includes the power to apprehend children if necessary. Section 9 of the Family and Child Service Act permits a representative of the Superintendent of Family and Child Service to apprehend a child in any location, including a school.

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2. Allegations that a Child has been Abused by School District Personnel

Allegation of child abuse by school district personnel is usually dealt with as an issue of standard of practice by the Board of School Trustees through the Superintendent of Schools and therefore, would not normally give rise to an investigation and/or apprehension under the Family and Child Service Act. However, such allegations may give rise to one or more of the following proceedings:

a) An investigation by the Superintendent of Schools and action by the School Board under the provisions of the School Act.

b) Criminal proceedings against the staff member involved.

c) Civil proceedings against the staff member involved (e.g. claiming civil damages for assault).

2.1 Physical and/or Emotional Abuse

2.1.1 Where a report is received alleging physical or emotional abuse of a child by a teacher or other school staff, the person receiving the report (if other than a social worker in the Ministry of Human Resources) will immediately report to the Ministry of Human Resources District Office as required by Section 7, Family and Child Service Act. The Ministry of Human Resources social worker will immediately advise the Superintendent of Schools.

2.1.2 The Superintendent of Schools or his delegate will conduct an investigation of the circumstances and take appropriate remedial action, and will inform the Ministry of Human Resources of the steps taken.

2.1.3 The Ministry of Human Resources may assist in the investigation at the request of the Superintendent of schools.

2.1.4 The Board of School Trustees has the power to suspend and subsequently dismiss a teacher on the grounds of misconduct if this is warranted by the circumstances. (School Act, section 122)

2.2 Sexual Abuse

2.2.1 When a report is received concerning the sexual abuse of a child in a school by school district personnel, the person receiving the report will immediately notify a social worker in the local office of the Ministry of Human Resources who, in turn, will immediately advise the Superintendent of Schools.

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2.2.2 The social worker will immediately consult with the police and agree on a joint strategy to interview the child, the parents and any other sources (e.g. doctor) necessary to determine whether there are grounds for further investigation.

2.2.3 If the preliminary investigation indicates that the report is unfounded, no further action is required.

2.2.4 If the need for further investigation is indicated, the social worker will report to the Superintendent of Schools. The police may proceed independently according to their mandate under the Criminal Code and Police Act but will be requested to meet with the Superintendent of Schools and the social worker involved before pursuing further investigation (e.g. interviewing any school personnel). This meeting would be for the purpose of clarifying roles and facilitating the police investigation on school premises.

2.2.5 Further investigation will be undertaken jointly by the social worker, the police officer and the Superintendent of Schools, or by the social worker independently according to the plan mutually agreed between the social worker, police officer and the Superintendent of Schools.

2.2.6 The social worker and/or police will advise the Superintendent of Schools of the results of the investigation and will include only sufficient relevant information to enable the Board of School Trustees to take apprpriate remedial and/or disciplinary action, whether or not criminal charges also result.

2.2.7 The Ministry of Human Resources will be responsible for any service required by the family or the child.

Attached are the relevant sections of the Family and Child Service Act.

John Noble, Deputy Minister
Ministry of Human Resources

R. J. Carter, Deputy Minister
Ministry of Education

.../5

Excerpts from Family and Child Service Act (1980)

Duty to report

7. (1) A person who has reasonable grounds to believe that a child is in need of protection shall forthwith report the circumstances to the superintendent or a person designated by the superintendent to receive such reports.

(2) The duty under subsection (1) overrides a claim of confidentiality or privilege by a person following any occupation or profession, except a claim founded on a solicitor and client relationship.

(3) No action lies against a person making a report under this section unless he makes it maliciously or without reasonable grounds for his belief.

(4) A person who contravenes subsection (1) commits an offence.

Right of entry
to investigate
certain complaints

8. Where the superintendent has received a report that a child is in need of protection he shall investigate the circumstances, and if the parent or any other person refuses to allow the superintendent to have access to the child, the superintendent may apply ex parte to a judge in person or by telephone for a warrant authorizing him to enter and search a place specified in the warrant in order to investigate whether the child is in need of protection, and the judge may issue the warrant on being satisfied that access to the child is necessary to the investigation.

Apprehending a child

9. (1) Where the superintendent considers that a child is in need of protection, he may, without warrant, apprehend the child.

(2) Where any person refuses to allow the superintendent to enter the property to apprehend a child under subsection (1), the superintendent may apply ex parte in person or by telephone to a judge for a warrant authorizing the superintendent to enter the property, and the judge may issue the warrant on being satisfied that a request to enter the property for the purpose of apprehending the child was denied, and the superintendent may, on receipt of the warrant, enter the property and apprehend the child.

(3) Where the superintendent or a police officer has reason to believe that

(a) a child is in need of protection, and

(b) the child is in immediate physical danger,

he may, without warrant, enter any premises, using force if necessary and, where he considers it necessary to do so, apprehend the child and remove him to a place of safety.

(4) Where a police officer apprehends a child under subsection (3), he shall immediately report the matter to the superintendent, and the superintendent shall assume custody of the child.

(5) Where a child has been apprehended and before a report is presented to the court under section 11, the superintendent may, if satisfied that continued custody is unnecessary, return the child to the parent apparently entitled to custody.

45

Enquiries concerning this circular should be addressed to:

MARILYN EPSTEIN
DIVISION OF SPECIAL EDUCATION
MINISTRY OF EDUCATION
7451 ELMBRIDGE WAY
RICHMOND, B.C.
V6X 1B8

270-3433

This circular has the effect of cancelling R51, 80-04-30 and 106, 79-11-29.

ME/elb

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

83.03.30

POST-SECONDARY DEPARTMENT - POLICIES AND PROCEDURES
effective 82.03.22

DISTRIBUTION: General

A MINISTERIAL POLICY ON THE PROVISION OF ADULT BASIC EDUCATION PROGRAMS INCLUDING ENGLISH LANGUAGE TRAINING IN THE PUBLIC EDUCATION SYSTEM OF BRITISH COLUMBIA

Policy

The Ministry of Education recognizes that it has a responsibility to foster learning opportunities for adults in British Columbia who have not had the opportunity to develop some or all of those skills required to function successfully in Canadian society. It is the policy of the Ministry to provide, to adult citizens and landed immigrants residing in the province, reasonable access to high quality adult basic education programs.

Ministry Responsibilities

To assist the educational institutions in discharging their responsibilities the Ministry will:

1. Coordinate programs on a province-wide basis.
2. Develop curriculum resources and a Provincial Resource Centre
3. Encourage and support the development and evaluation of innovative programs and methods of delivery to meet identified local needs.
4. Facilitate program evaluation and needs assessment by developing and maintaining such data and records as are required.
5. Coordinate province-wide provision of the General Educational Development examination.

.../2

And subject to the Legislature approving funds:

6 Provide equitable financial support for programs throughout the province, recognizing geographic, demographic, and socio-economic factors.

7. Provide funding for support services such as libraries, counselling, administration, and assessment of learning disabilities.

8. Provide funding to assist institutions with professional development.

Participation in adult basic education programs frequently has been precluded by social and economic barriers. In an attempt to overcome such barriers and to enhance access to adult basic education, the Ministry will:

1. Provide financial assistance programs for those part-time and full-time adult basic education students who require such assistance.

2. Cooperate with appropriate federal and provincial agencies in developing a coordinated system of income support to eliminate financial barriers to adult basic education.

3. Cooperate with the Ministry of Human Resources in facilitating the provision of child care services for students who require such services.

4. Encourage cooperation with and among appropriate federal, provincial and local agencies and institutions which have a role in the provision of adult basic education (e.g. Canada Employment and Immigration Commission, Libraries, Corrections, Community Vocational Rehabilitation Services).

Institutional Responsibilities

All regions of British Columbia have significant proportions of the population that require or would benefit from adult basic education programs. The responsibility for the development, administration and delivery of adult basic education programs rests with the colleges, the institutes and the public schools. To ensure that a wide range of adult basic education programs and services are available to local communities, institutions are responsible for developing a co-operative, co-ordinated approach. The Ministry of Education shall provide administrative support and financial allocation, subject to the Legislature approving funds, to ensure that institutions have the capacity to fulfill the responsibilities outlined in the statement.

Definitions

The Ministry of Education will facilitate the provision of programs commonly referred to under the umbrella term 'adult basic education'. The definition of "basic education" for youth, schooling up to grade 12 level, is accepted as "basic education" for adults.

Adult basic education programs are grouped, for purposes of this statement, into four categories based on their educational goals.

1. Basic Literacy:

   programs designed to provide adults with skills in learning, reading, writing, spelling, listening, speaking, and computation, to the grade 8 level, together with the coping and interpersonal skills that will assist adults to deal adequately with real life situations.

2. Academic Upgrading:

   programs designed to provide the prerequisite skills and certification required by adults to achieve their personal or career goals (e.g. adult secondary school completion, College Preparation or Foundations).

3. Pre-Vocational:

   programs designed to facilitate adult entry or re-entry into the labour force or vocational training e.g. Basic Employment Skills Training, Basic Training for Skills Development, Employment Orientation for Women).

4. English Language Training:

   programs designed to provide non-English speaking adults with sufficient skills in English language, citizenship and cultural comprehension to participate effectively as citizens, workers, parents, and learners.

A high school completion certificate may be obtained upon successful completion of a program approved by a superintendent of schools and delivered through a local school district, a college, the Correspondence Branch or the Open Learning Institute. The only grade 12 equivalency program for which the Ministry issues a certificate is the General Educational Development (G.E.D.).

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

82.03.30

POST-SECONDARY DEPARTMENT - POLICIES AND PROCEDURES
effective 82.03.22

DISTRIBUTION: General

MINISTERIAL POLICY ON THE PROVISION OF ADULT SPECIAL EDUCATION PROGRAMS IN THE PUBLIC EDUCATION SYSTEM OF BRITISH COLUMBIA

Policy

The Ministry of Education views adult special education as an integral part of the total educational enterprise within public education institutions. It is the policy of the Ministry of Education that those disabled adults whose needs can be met by a public educational institution will have reasonable access to appropriate learning opportunities.

Ministry Responsibilities

The Ministry of Education, subject to the Legislature approving funds, will be responsible for:

1. developing guidelines which will assist and encourage institutions to offer learning opportunities to disabled adults;

2. coordinating programs on a province-wide basis.

Other areas where the Ministry will be active will include: encouraging cooperation with and among appropriate federal, provincial and local agencies and institutions to develop a coordinated approach to financial assistance and general programming; ensuring the development of curriculum resources; providing and coordinating learning resources in specific instances where it is necessary to do so (e.g. for visually impaired students); and encouraging innovative programs and methods of delivery.

It is recognized that programs and services for the disabled adult require a differential level of financial support from other programs because of the nature of the services provided.

.../2

The Ministry shall provide administrative support and financial allocation, subject to the Legislature approving funds, in such a manner as to ensure institutions have the capability to fulfill the responsibilities outlined in this statement. It will monitor the equity of institutional allocations and ensure fiscal accountability. The Continuing Education Division of the Ministry will serve as the locus of responsibility in relation to adult special education.

Institutional Responsibilities

The responsibility for the administration and delivery of adult special education services and programs rests with individual institutions. It is recognized that all institutions will not be able to provide all services to the disabled. Some institutions will serve as regional or provincial level resources in highly specialized program or service areas. However, through a variety of delivery systems, a wide range of education opportunities for disabled adults throughout British Columbia will be provided, and wherever possible, social, financial, physical, transportational and geographical barriers to access will be ameliorated. Public education institutions are already required to comply with the B.C. Building Code. It is the Ministry's expectation, therefore, that new facilities will be physically accessible to the disabled, and that reasonable measures will be taken to make current facilities accessible in specific instances where physical access is required by a disabled adult student or students.

Many existing organizations and agencies also offer learning opportunities to disabled adults. Public educational institutions are just one area of opportunity for the disabled, and it is not the Ministry's intention to encourage educational institutions to duplicate or encroach upon educational opportunities which are already available to disabled adults.

It is the policy of the Ministry of Education that those disabled adults whose needs can be most appropriately met by a public educational institution will have reasonable access to appropriate learning opportunities. Public educational institutions have a particularly important role to play in assisting those disabled adults who have the potential for achieving a measure of independence.

As part of its mandate to provide programs and services to the communities it serves, each institution will be encouraged to provide disabled adults with adequate counselling and support services, access into existing programs, and specially designed programs, where necessary and appropriate. Institutions will be encouraged to provide professional development opportunities for instructional and support staff, and cooperate with all relevant agencies to facilitate the provision of necessary educational services to disabled adults such as technical aids, interpreter and notetaking assistance, suitable transportation and financial assistance.

Definitions

Disabled Adults - persons who possess physical, neurological, mental and/or emotional problems which significantly limit and/or interfere with their education. Such a person may be learning disabled, mentally disabled, physically disabled, visually impaired and/or hearing impaired.

Adult Special Education - those access/support services and programs which enable disabled adults to be integrated into existing institutional programming and/or to achieve a greater degree of independence.

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

04 83.06.27

Work Study/Work Experience Programs: Coverage for

ISSN 0823 0765

DISTRIBUTION:

Ministry Management Committee
District Superintendent of Schools
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B.C.T.F.
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Colleges and Institutes
Continuing Educators
Members of Post-Secondary Provincial Councils
College and Institute Board Members
Provincial and Territorial Ministries
of Education

Legal References:

- Schools Act:

"Board to secure approval for Work Study-Work Experience Education Program
136. (160) Where a board wishes to send students on a Work Study-Work Experience Education Program it shall obtain the approval of
(a) the Minister of Education or person designated in writing by that minister; and
(b) the Minister of Labour or person designated in writing by that minister.

- Workers' Compensation Act-1974

"WHEREAS the Department of Education has initiated a Work Study - Work Experience Programme for students of 15 years of age upwards who are on a programme which has previously been sanctioned by the Department of Education and the Department of Labour;

APPROVAL BE GIVEN to the Workers' Compensation Board to deem students in such Work Study - Work Experience Programmes to be workers of the Crown in right of the Province upon the following terms and conditions

(1) medical aid is payable in all cases.

(2) the other compensation provided by the Act is payable in case of death or permanent disability and in case of temporary disability where the student suffers an actual loss of earnings by reason of the injury.

(3) reports of injury are to be made to the Board by the Department of Education."

- Workers' Compensation Act-1974 Amendments (Subsection 7)

(7) "Where a person or group of persons is engaged in a work study program, or any other program of self-improvement involving work, whether or not the person or group receives payment for the work, the *Board may

(a) on the application of any employer or a program organizer, and upon such terms and conditions as the *Board may direct, by order, admit the person or group as being within the scope of this Part, and upon such admission, the person or group shall be deemed to be workers to whom this Part applies, and the *Board may levy assessments upon the employer or program organizer by such formula as the *Board may determine; or

(b) with the approval of the Lieutenant-Governor in Council, deem any person or group engaged in such program to be workers of the Crown in right of the Province, upon such terms and conditions as the *Board may determine.

- Workers' Compensation Board Regulation Re: Coverage Under Section 5(7) (a)

"Applications for coverage under Section 5(7) (a) of the Act will only be considered if:

(1) There is a period of training taken in a standard work place environment in the community as opposed to a work place established specifically for the purpose of the group;

(2) The coverage applied for is only to be effective for injuries or diseases arising out of and in the course of employment in that work place;

(3) The applicant is prepared to accept the terms and conditions set down for such coverage by the Board."

Coverage

The intent of this agreement and subsequent legislation and regulation was to remove obstacles in the way of School Board's placing students in work experience situations by protecting employers who agreed to placement in the case of accident or injury.

In keeping with that intent, School Districts should recognize that Workers' Compensation Board coverage applies only to students placed in standard workplace environments. Students placed in work experience situations arranged for the specific purpose of providing work experience for students with no employer-sponsor relationship other than the school are not eligible for Workers' Compensation Board Coverage. Claims arising for this type of program, will not be processed by Workers' Compensation Board.

Students are insured for Third Party liability under the provision of the basic School District insurance plan while they are engaged in activities related to the curriculum. This policy does not, however, protect students for personal injury where no one is liable, in the case of an accident.

The Ministry is aware of situations in Districts in which students are not protected by Workers' Compensation Board, nor by other insurance for personal injury or disability or disease, while on approved work experience.

Districts are cautioned, therefore, that such insurance should be negotiated for these situations set up specifically for the purpose of providing work experience in a non-standard workplace situation. Reed Stenhouse representatives should be contacted in this regard.

Further Clarifications

Because placements in non-standard/workplace environments may serve the goals of work experience, they may be approved by the Ministries of Education and Labour-even though WCB protection does not apply. Districts are reminded, however, that certain guidelines apply to approval.

- Terms of the Employment Standards Act do not apply.
- The school must have parent or guardian approval in writing before a student under the age of majority can be enrolled in the program.
- Wherever it is at all possible, work experience should take place outside of the school attended by the student. Work Experience in the school itself is not recommended; however, if permitted, it should be limited to work in a school different from the one attended by the student.
- There must be a written agreement between the student and the employer which must be signed by the parent or guardian and an authorized representative of the School Board (usually the Principal of the school). The Work Experience teacher and, where applicable, the union representative must also sign the agreement.
- Work Experience is for all students 15 years of age or older who desire this experience and who in the opinion of the school personnel can benefit from exposure to the world of work. Each school district should set as own priorities consistent with its own needs and experiences.
- Students enrolled in Career Preparation Programs are subject to the special Work Study-Work Experience criteria for these programs.

- In the interests of the program and the student, it is essential that good judgement be used when matching the student with a work station.

- A condition of the approval to offer the Work Study-Work Experience program is that the school will make an annual report of the program in written form to the School Board. These reports should be available, upon request, to external agencies.

Further Information

Complete packages of information regarding Work Study-Work Experience Programs were sent to Districts last year.

A booklet entitled "Work Study - Work Experience Programs in British Columbia Secondary Schools (1982)" should be referred to for guidelines regarding these programs.

If you have any further enquiries contact:

Mr. Bob Overgaard
Director, Curriculum Development Branch
Ministry of Education
#221-835 Humboldt Street
Victoria, B.C.
V8V 2M4

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

1 | 05 | 83.07.25

FUNDING AND PLACEMENT POLICY FOR SEVERELY HANDICAPPED CHILDREN (Implementation Date (83.09.01)

JULY, 1983

ISSN 0823 0765

DISTRIBUTION:

Ministry Management Committee
District Superintendents of Schools
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Nature of Circular: Ministry Policy and Procedures Announcement/Revision to Schools Department Circulars R65, R66.

1.0 General Policy

1.1 Any child who is receiving educational services in a school district in which he or she normally resides is eligible for special education services, where appropriate, through the shared special education funding system.

1.2 If, even through the use of shared special education funding, educational services cannot be made available in a particular district, the school district, in accordance with Section 157 of the School Act, may request the placement and provision of services for a child in another school district. The intent of the Funding and Placement Policy for Severely Handicapped Children is to make provision for severely handicapped children whose home school district is unable to provide an appropriate educational program. Approved programs, placements and operating costs will be reviewed annually by the Division of Special Education in terms of program suitability and available financial resources.

... 2

1.3 For approved out-of-district placements, receiving school districts will be reimbursed for approved operating costs of program, including approved transportation and/or boarding costs, with the exception of Jericho Hill School. For those students enrolled in the Jericho Hill School Provincial Resource Program, home school districts will be reimbursed for approved costs of transportation and/or boarding. School districts which host designated Provincial Resource Programs will be reimbursed for the total approved operating program costs.

1.4 For each child attending a designated out-of-district program for a significant portion of the school year (either a Provincial Resource Program or an individual district program) the Ministry will recover from both the home school district and the receiving district the district's share of the average operating costs per pupil. Adjustments will be made to the home district's final determination of budget by the Schools Operations Branch (Note: a minimum of three months will be considered to be a "significant portion of the school year"). A current listing of those provincial resource programs for which recoveries will be made is contained in Appendix II.

1.5 Prior to implementation, and in accordance with the outlined procedures, all proposed placements, together with anticipated operating costs, must be submitted to, reviewed and approved by, the Division of Special Education.

1.6 Programs will be approved only if they are judged to be the most appropriate and least restrictive for the child. If it is determined that the child should remain in the home district, with or without additional shared special education funding assistance, then local programming will be the only suitable response. For any alternative selected, consultation will occur with all concerned.

1.7 Neither the home school district sending children to out-of-district programs nor the receiving school district providing these programs will be eligible for shared special education funding for students enrolled in such programs.

1.8 The home school district sending students to another district or to an approved Provincial Special Resource Program for a significant portion of the school year (i.e. 3 months or more) must not count these students in the district enrolment.

1.9 The receiving district or the district operating an approved Provincial Special Resource Program will count out-of-district students in their total district enrolment; however, those students will not be counted for purposes of calculating the fiscal framework basic program costs for the following programs:

Kindergarten	Programs 8-12
Grades 1-7	Learning Assistance (Sec.)
Learning Assistance (Elem.)	School-Based Administration (Sec.)
School Based Administration (Elem.)	

1.10 Provincial Resource Programs

The Division of Special Education may designate some programs as Provincial Resource Programs. Factors which will be taken into consideration in the designation of such programs will include:

1.10.1 The program provides service to a significant number of children who are identified, through formal assessment procedures, to be severely handicapped and who are not residents of the receiving or "host" district.

1.10.2 The community in which the program is located has the capability to provide essential non-education support services (from community agencies or other Ministries).

1.10.3 The program provides services to a significant number of childrer who, as a result of the Ministry of Human Resources Program of deinstitutionalization, have been placed in a school district or who are residents of an institution but who are attending programs in a school district (e.g. Tranquille or Woodlands).

1.10.4 The program or the educational component of the program is operating under the authority of a local school district in accordance with the School Act and Regulations.

1.10.5 The educational program is located in a hospital which serves a significant number of children who are not residents of the district in which the hospital is located.

The programs listed in Appendix I have been designated as Provincial Resource Programs. The Division of Special Education will consider additional program proposals from school districts for such designation. However, the Provincial Government restraint program must be taken into consideration and program proposals will be judged in accordance with available resources.

2.0 Procedures

2.1 Home School District Responsibilities

If, following a review of the home district's programming options, it is determined that the home school district is unable to provide a suitable program, then these procedures must be followed prior to program placement.

2.1.1 Discuss possible placement with the receiving district.

2.1.2 Provide all relevant background information about the child to the receiving district.

2.1.3 Provide written confirmation of home district's approval of the placement to the receiving district.

2.1.4 Provide written confirmation of parent/guardian approval to the receiving district.

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2.1.5 Where boarding is required, provide written confirmation from the parent/guardian indicating that they have secured adequate boarding facilities in the receiving district. (an "adequate" boarding facility is one in which: (a)appropriate supervision is available; (b) appropriate transportation is available; (c) necessary specialized equipment and related professional skills are available.)

2.1.6 Where boarding is required, provide written confirmation for the parent/guardian indicating that they authorize the boarding home parents to act on their behalf in matters relating to routine home-school communications.

2.1.7 Where boarding is required, provide written confirmation from the parent/guardian indicating that they have made arrangements to provide the child with appropriate medical and dental care.

2.1.8 Provide written confirmation to the parent/guardian of the home district's responsibility to reimburse the parent/guardian for approved costs of transportation for all students enrolled in the Jericho Hill School for the Deaf and boarding costs for those students enrolled in the Jericho Hill School for the Deaf Provincial Resource Program but who are living off campus.

2.1.9 The home school district has the responsibility of advising parents/guardians in matters relating to additional financial assistance required but not provided for under this policy. Parents may have to be referred to the Ministry of Human Resources or the Department of Indian Affairs or other Ministries or Agencies.

2.1.10 It is suggested that the home school district confer with the local and regional inter-ministry children's committee(s) prior to placement in any out-of-district program.

2.2 Receiving School District Responsibilities:

If it is confirmed that the home school district is unable to provide a suitable program and the requirements outlined in 2.1 have been satisfied, then these procedures must be followed by the receiving school district prior to program placement.

2.2.1 Discuss possible placement with the home school district and determine that a suitable program and space is available.

2.2.2 Provide written confirmation of program placement to the home school district.

2.2.3 Provide a statement of anticipated transportation and/or boarding costs, program costs and a program description to the Division of Special Education for prior approval.

.../5

2.2.4 Provide written confirmation to the parent/guardian of the receiving district's responsibility to reimburse the parent/guardian for approved costs of transportation and/or boarding. (Exception: Jericho Hill School for the Deaf Placements.)

2.3 Financial Instructions

2.3.1 Adjustments to Credit and Recovery of Costs

Wherever possible, adjustments to school district operating budget will be made in the budget year in which the school year ends.

2.3.1.1 Full Approved Operating Program Costs

On the basis of student information and approved operating program costs provided by the Division of Special Education, the Schools Operations Branch will adjust the receiving school district's operating grant on the notice of final determination prepared for the current budget year.

2.3.1.2 Local Share of Operating Costs

For each child attending an out-of-district approved program for a significant portion of the school year, the Schools Operations Branch will, based on student information and approved operating program costs provided by the Division of Special Education, determine the district's share of the average per pupil operating costs to be recovered from the home school district and the receiving district and adjust the operating grant on the notice of final determination prepared for the current budget year. (A minimum of three months will be considered to be a "significant portion").

2.3.1.3 Approved Transportation and/or Boarding Costs

2.3.1.3.1 Jericho Hill School Provincial Resource Program

The Division of Special Education will notify the Schools Operation Branch of the amounts approved under 1.3 of the Funding and Placement Policy for Severely Handicapped Children, including the effective dates, rate, and number of months, as applicable, for each allowance. The Schools Operations Branch will credit the amounts due the home district on the notice of final determination for the budget year in which the school year ends, except that approvals given after January 15 may be carried over for adjustment in the next budget year.

.../6

2.3.1.3.2 Other Approved Program Placements

The Division of Special Education will notify the Schools Operations Branch of the amounts approved under 1.3 of the Funding and Placement Policy for Severely Handicapped Children, including the effective dates, rate, and number of months, as applicable, for each allowance. The Schools Operations Branch will credit the amounts due the receiving district on the notice of final determination for the budget year in which the school year ends, except that approvals given after January 15 may be carried over for adjustment in the next budget year.

2.3.1.3.3 The school district receiving approved funds is responsible for notifying the Schools Operations Branch if an allowance was terminated prior to the end of the period originally negotiated and approved, or if the amount actually paid was less than the amount approved by the Ministry.

2.3.2 Payments to Parents or Guardians

Payments to the parent or guardian for approved boarding and transportation costs are the responsibility of the district receiving approved costs, and are to be made, notwithstanding that the adjustments on the notice of final determination will be made in arrears. For example, boarding allowance approved for the school year commencing in September, 1983 will normally be credited to the designated district in budget year 1984. It is expected that the district will not delay making payments to the parent or guardian pending receipt of the notice of final determination for 1984, but rather, will pay on the strength of the approval given under 1.3 of the referenced policy.

2.3.3 Financial Reports

The district receiving approved costs may be required to submit a certified statement of the payments actually made for boarding and transportation costs, or such other information with respect to costs incurred under this program, as considered necessary by the Ministry.

Enquiries concerning this circular should be addressed to:

Mr. Wayne Desharnais,
Executive Director
Division of Special Education
Ministry of Education
Telephone: (604) 387-4611

RBT/elb

Appendix I

Designated

Provincial Resource Programs

1.	Jericho Hill School for the Deaf	Vancouver
2.	Youth Containment Centre	Burnaby
3.	Youth Containment Centre	Victoria
4.	Youth Containment Centre	Chilliwack
5.	Youth Containment Centre	Campbell River
6.	Gateway House	Delta
7.	Fitzwater School	Kamloops
8.	Overlander Training Centre	Kamloops
9.	G.R. Pearkes Clinic	Victoria
10.	Eric Martin Institute	Victoria
11.	Queen Alexandra Hospital	Victoria
12.	Vancouver General Hospital	Vancouver
13.	Children's Hospital	Vancouver
14.	Sunny Hill Hospital	Vancouver
15.	Pearson Hospital	Vancouver
16.	Senator Study Centre	Vancouver
17.	G.F. Strong Centre	Vancouver
18.	Regional Hearing Impaired	Burnaby
19.	Regional Hearing Impaired	Langley
20.	Regional Educational Support Centre for Severely Learning Disabled Children	Kamloops
21.	Regional Educational Support Centre for Severely Learning Disabled Children	Chilliwack
22.	New Westminster Hospital	New Westminster
23.	The Maples	Burnaby
24.	Intensive Child Care Resource (I.C.C.R.)	Burnaby
25.	Cedar Lodge	Cowichan
26.	Greater Victoria School District Hospitals	Victoria

Appendix II

Provincial Resource Programs - Recoveries from Home Districts*

1.	Fitzwater	S.D.# 24 Kamloops
2.	Overlander	S.D.# 24 Kamloops
3.	Regional Hearing Impaired	S.D.# 35 Langley
4.	Gateway House	S.D.# 37 Delta
5.	Sunny Hill Hospital	S.D.# 39 Vancouver
6.	Pearson Hospital	S.D.# 39 Vancouver
7.	G.F. Strong Centre	S.D.# 39 Vancouver
8.	Regional Hearing Impaired	S.D.# 41 Burnaby
9.	The Maples	S.D.# 41 Burnaby
10.	Queen Alexandra Hospital	S.D.# 61 Victoria
11.	G.R. Pearkes	S.D.# 61 Victoria
12.	Cedar Lodge	S.D.# 65 Cowichan
13.	Jericho Hill School	Ministry of Education

* For each student attending one of the above programs, the home and receiving district's final budget determination will be adjusted to include a recovery equal to the district's share of the average per pupil cost. (Policy 1.4) (Procedures 2.3.1.2)

Province of
British Columbia
Ministry of
Education

Ministry Information Circular

19 | 83.10.05

ORIENTATION AND MOBILITY INSTRUCTION FOR VISUALLY IMPAIRED STUDENTS

SCHOOL ADMINISTRATORS AND INSTRUCTIONAL STAFF

OCTOBER, 1983 ISSN 0823 0714

DISTRIBUTION:

Ministry Management Committee
District Superintendents of Schools
Superintendents of Schools
Secretary-Treasurers
All Schools - (Public and Independent)
Indian Day Schools

BCTF, BCSTA, FISA, BC Faculties of Education

For the fiscal year 1983-84, the Ministry of Education will continue to fund the orientation and mobility instruction program to eligible visually impaired students in school districts of the Province in accordance with School Department Circular No. R59 dated 80.09.04.

To obtain the services, school districts should follow the procedures outlined in the above circular. Copies of the revised Orientation and Mobility Forms A & B (SPE/OMA & SPB/MOB) are attached in this circular. The completed forms should be returned not later than October 30, 1983 t.:

Provincial Coordinator
Programs for Visually Impaired
Special Education Services Branch
Division of Special Education
Ministry of Education
7451 Elmbridge Way
Richmond, B.C.
V6X 1B8

The above services are being provided through funds from the Ministry of Education under a contract with the Canadian National Institute for the Blind, B.C. & Yukon Division. This contract will expire on March 31, 1984. After this date, school districts will be expected to obtain services directly from the Canadian National Institute for the Blind or from available qualified orientation and mobility instructors.

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ORIENTATION AND MOBILITY INSTRUCTION FOR
VISUALLY IMPAIRED STUDENTS

Funding to support the orientation and mobility services element of a program for the visually impaired has been built into the new Financial Management System announced by the Minister of Education on July 12, 1983. Service levels designed under this system include the financial resources necessary to provide this element of the program for visually impaired students.

The Ministry of Education, through the office of the Provincial Coordinator, Programs for Visually Impaired, of the Division of Special Education will be pleased to assist school districts in the acquisition of the required orientation and mobility instruction either through CNIB or available qualified instructors. Guidelines for the provision of orientation and mobility services by school districts will be included in the Special Programs Manual being revised.

Your assistance in bringing this circular to the immediate attention of all school principals and personnel involved with programs for visually impaired students will be appreciated.

For further information, please contact Edward Y.P. Lau, Provincial Coordinator, Programs for Visually Impaired, at the above address. The telephone number is 278-3433.

EYPL/ck
Attachments (2)

MINISTRY OF EDUCATION—SPECIAL EDUCATION DIVISION
ORIENTATION AND MOBILITY INSTRUCTION PROGRAM—FORM A

TO: PROVINCIAL COORDINATOR, PROGRAM FOR VISUALLY IMPAIRED, SPECIAL EDUCATION DIVISION, MINISTRY OF EDUCATION, 7451 ELMBRIDGE WAY, RICHMOND, B.C. V6X 1A8

The following pupil(s) is/are eligible for Orientation and Mobility instruction in accordance with guidelines set by the Ministry of Education:

	NAME	DATE OF BIRTH	SCHOOL	GRADE	*CNIB REGISTRATION NUMBER
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Signed _____
DISTRICT SUPERINTENDENT OF SCHOOLS
School District No. ( )

School District Contact Person:

Name: _____

Title: _____

Phone No. _____

* If student is not registered with CNIB (Canadian National Institute for the Blind), a certificate from an opthalmologist must be submitted to indicate that the student is legally blind.

SPE OMA

Province of British Columbia
Ministry of Education
SPECIAL PROGRAMS

CONFIDENTIAL

MINISTRY OF EDUCATION—SPECIAL EDUCATION DIVISION

ORIENTATION & MOBILITY INSTRUCTION PROGRAM—FORM B

INFORMATION REGARDING STUDENT

(See reverse side of this form for Instructions)

NAME OF STUDENT: _____ DATE OF BIRTH: Yr Mo Day _____

SCHOOL ATTENDED: _____

GRADE: _____

PROGRAM TYPE: ☐ Regular Class ☐ Special Class
☐ Resource Room ☐ Special School
☐ Others (Please specify): _____

PARENT/GUARDIAN: _____

HOME ADDRESS: _____ TELEPHONE: _____

A. GENERAL

DEGREE OF VISION (Check one only):

Low Vision: ☐ Moderate ☐ Severe ☐ Profound

Blind: ☐ Light Perception ☐ Light Projection ☐ Totally Blind

LIST OPTICAL AIDES (e.g. glasses, monocular) USED: _____

BASIC ORIENTATION SKILLS (Check one only):

☐ Good ☐ Fair ☐ Poor

Comments: _____

BASIC MOBILITY SKILLS (Check one only):

☐ Pre-cane ☐ Uses cane

Comments: _____

STATUS (Check one or more):

☐ New referral ☐ Has received instruction before

☐ Transfer to new school:

☐ from kindergarten to elementary

☐ from elementary to secondary

☐ Family move to new location

FAMILY INVOLVEMENT (Check one only):

☐ Available ☐ Not available

B. OTHER PHYSICAL DISABILITIES (if any): _____

_____

_____

C. DESCRIPTION OF STUDENT'S SPECIAL NEEDS: _____

_____

_____

D. RECOMMENDATIONS _____

_____

_____

Signature: _____

Name of Teacher: _____

Position: Itinerant/Resource/Regular Class Teacher

Telephone No.: _____

School District No.: _____

INSTRUCTIONS FOR COMPLETING FORM B:

1. All sections must be completed.
2. To check items under Degree of Vision use Dr. Natalie Barraga's scale.
3. Basic orientation skills refer to student's general ability in body awareness, spatial concepts and body position in relation to physical environment, e.g. laterality, directionality, distance, etc.

SPB OMB

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

10 | 83.12.07

Policy Statement on Services of Provincial Resource Centre for the Visually Impaired

DECEMBER, 1983 ISSN 0823 0765

DISTRIBUTION:

Ministry Management Committee
District Superintendent of Schools
Superintendent of Schools
Secretary-Treasurer
All School Principals - Public and Independent
B.C. Faculties of Education
Provincial and Territorial Ministries of Education
BCTF, BCSTA
Colleges and Institutes
Continuing Educators
Colleges and Institute Board Members

Visually impaired students are enrolled in schools throughout the Province and effective instruction of these students often requires special-format material and equipment. Some of the minor aids to learning and personalized equipment can usually be supplied by parents. Some larger items which are commonly available can be supplied by schools. Local acquisition of some specialized instructional resources, however, may be difficult and costly.

The Ministry has, therefore, established a central pool of essential instructional resources which schools and parents might find difficult to obtain. This collection of materials and equipment is held by the Provincial Resource Centre for the Visually Impaired and items may be borrowed at no cost by school districts and independent schools enrolling visually impaired students.

Many instructional materials have been especially produced in braille or audio editions by the Provincial Resource Centre for the Visually Impaired (with the permission of the copyright holder) and are not available elsewhere. Where copyright permits, it is, therefore, desirable to make copies from the Resource Centre owned masters available at cost to other educational institutions and students.

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The Policy:

A. The Provincial Resource Centre for the Visually Impaired provides the following services to school districts and independent schools enrolling visually impaired students:

1. Loan of talking-book cassette tapes of any prescribed or authorized textbooks required to give visually impaired students access to curriculum resources available to other students.

2. Loan of braille transcriptions of a selection of prescribed and authorized textbooks such that braille texts will be available in every course at every grade level.

3. Loan of large-print reference materials such as dictionaries, atlases, etc.

4. Loan of the following specialized instructional equipment items:

   braillewriters

   Optacons

   Optacon typing systems

   closed circuit television readers

   talking calculators

   special-format tape recorders, e.g. 4 track

5. Applications for the loan of Optacons or closed circuit television readers must be accompanied by an educational and an ophthamological assessment which verify that the student is blind or partially sighted, and that this equipment will significantly enhance the student's learning capacity.

6. Equipment may be borrowed for as long as the school enrolls the student and the demonstrated need exists.

7. The Ministry will make available to "print-handicapped" students in British Columbia schools copies of audio books from the master tapes in the collection of the Provincial Resource Centre for the Visually Impaired on a cost recovery basis if they satisfy the requirement of copyright restrictions.

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B. The Ministry will support special education use of non-print format materials by other educational institutions and students as follows:

1. The Ministry will encourage colleges to develop collections of special format editions of instructional materials.

2. The Ministry will, through the Provincial Resource Centre for the Visually Impaired, provide information on suppliers and producers of such materials.

3. The Ministry will make available to students, in educational institutions other than British Columbia schools, copies of braille and audio books from masters in the collection of the Provincial Resource Centre for the Visually Impaired on a cost recovery basis. These materials shall be for use by "visually impaired" or "print-handicapped" students who satisfy the requirements of copyright restrictions.

Attachments: Loan criteria for major equipment items and application forms.

Enquiries concerning this circular should be directed to:

Dr. Brian Cox
Coordinator
Provincial Resource Centre
for the Visually Impaired
4196 W. 4th Avenue
Vancouver, BC
V6R 4J5 Phone (604) 224-2355

BEST COPY AVAILABLE

PROVINCIAL RESOURCE CENTRE FOR VISUALLY IMPAIRED
SPECIAL EDUCATION Division, MINISTRY OF EDUCATION

Application for Loan of Optacon and Accessories for One to Blind Students in British Columbia

A. The Student:

NAME:

DATE OF BIRTH:

SCHOOL ATTENDING:

GRADE:

COURSES TAKEN IN CURRENT SCHOOL YEAR:

_____

_____

_____

_____

B. Optacon Assessment:

Has the above student been assessed* YES ☐ NO ☐

If the above answer is 'Yes'

a) give the date of the assessment: _____

b) attach the detailed opportunities assessment report to this application.

* The assessment report must be signed by an Optacon Instructor with recognized training.

C. The Planned Optacon Instruction Program:

Has the student been trained to use the Optacon? YES ☐ NO ☐

If the above answer is 'Yes'

a) How long has the student used the Optacon? _____

b) give the name of the teacher/instructor from whom the student received the training.

_____

If the above answer is 'No'

a) when will the student start receiving the training?

_____

b) supply the details of the teacher/instructor who will provide the training:

NAME OF TEACHER/INSTRUCTOR:

POSITION:

QUALIFICATIONS (including training in Optacon instruction):

_____

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The Planned Optacon Instruction Program: (Cont'd)

Give a brief description of the planned program of Optacon instruction:

_____

_____

_____

_____

B. Equipment and Materials:

1. Accessory items already available in the school district:

_____

_____

2. Accessory items being requested from the PBCVI:

_____

_____

_____

Signature: _____
District Superintendent
School District No.

School District contact person: Name _____ Telephone _____

Note: 1. This form must be signed by the District Superintendent of Schools.

2. All Sections of the form must be completed.

3. Please return this form to:

Edward Y.P. Lau
Provincial Coordinator, Program
for Visually Impaired
Ministry of Education
Special Education Division
7451 Flaybridge Way
Richmond, B.C. V6X 1R8

FOR MINISTRY USE ONLY

a) This application for loan of an Optacon has been approved and forwarded to the Provincial Resource Centre for the Visually Impaired.

b) This application has not been approved for the following reasons:

_____

_____

Signed _____
Provincial Coordinator of
Programs for Visually Impaired

PROVINCIAL RESOURCE CENTRE FOR VISUALLY IMPAIRED

SPECIAL EDUCATION DIVISION, MINISTRY OF EDUCATION

Application for Loan of Closed Circuit Television (CCTV) Reading System

for Use by Visually Impaired Students in British Columbia

A. The Student:

NAME: DATE OF BIRTH:

SCHOOL ATTENDING:

GRADE

COURSES TAKEN IN CURRENT SCHOOL YEAR:

_____

_____

_____

_____

_____

B. Vision:

To assist the Ministry of Education to determine eligibility of the student, the following reports must be attached to this application:

1. An eye report including a detailed low vision assessment as well as information on etiology and prognosis.

2. A Visual Functioning Report* by a qualified teacher of visually impaired students.

* The report should include information relating to the student's functioning vision at school. An assessment report such as the Visual Functioning Assessment developed by Dr. Swallow would be appropriate.

C. The Planned Use of the CCTV:

1. Has the student been trained to use a CCTV? Yes. ☐ No. ☐

If the above answer is 'yes'

a) indicate type or model of equipment used _____

b) how long has the student used a CCTV? _____

c) give a brief description as to how a CCTV might help the student in his/her work at school:

_____

_____

_____

_____

_____

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The Planned Use of the CCTV: (Cont'd)

If the answer is 'no' (see page one)

a) Indicate who would train the student to use the CCTV:

NAME OF TEACHER: _____

POSITION: _____

QUALIFICATIONS: _____

b) Indicate type or model of equipment to be used _____

c) Give a brief description of the training program and the assistance available to the student:

_____

_____

_____

_____

Indicate the main subject areas and activities in which the CCTV is intended to be used:

_____

_____

Signature: _____
District Superintendent
School District No.

School District contact person: Name _____ Telephone _____

NOTE: 1. This form must be signed by the District Superintendent of Schools.

2. All Sections of the form must be completed.

3. Please return this form to:

Edward Y.P. Lau
Provincial Coordinator, Program
for Visually Impaired
Ministry of Education
Special Education Division
7451 Elmbridge Way
Richmond, B.C. V6X 1Z9

FOR MINISTRY USE ONLY

a) This application for loan of a Closed Circuit Television Reading System has been approved and forwarded to the Provincial Resource Centre for the Visually Impaired.

b) This application has not been approved for the following reason:

_____

_____

Signed _____
Provincial Coordinator of Programs for
Visually Impaired

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

11 | 83.12.20

CHILD ABUSE POLICY

DECEMBER, 1983 ISSN 0823 0765

DISTRIBUTION:

Ministry Management Committee
District Superintendent of Schools
Superintendent of Schools
Secretary-Treasurers
All School Principals - (Public and Independent)
BC Faculties of Education
BCTF, BCSTA
Colleges and Institutes
Continuing Educators
College and Institute Board Members
Provincial and Territorial Ministries of Education
Libraries in Universities

Role of the School and Teacher

Schools play a unique role in the identification and reporting of abused and neglected children. This is the first step in ensuring that children are provided with the protection they require and that parents are given help to change their possible negative child rearing practices. It is worthy of note that reports consistently indicate that approximately half of all abused children are of school age.

Since teachers are in daily contact with children and are skilled observers of children's behavior they are frequently the first adults to become aware of situations which may be indicative of abuse or neglect. The school may be the only place where an abused or neglected child feels safe and in contact with caring adults.

It is essential that teachers and counsellors listen carefully and take seriously comments made by children which may be indicative of abuse or neglect. This may be an uncomfortable situation for teachers but it can be literally a "life saver" in some cases.

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Many adults who were abused as children report that their attempts to inform adults of their situation were unsuccessful because they were not believed.

District and school administrators as well as teacher associations share responsibility for increasing the awareness and knowledge of teachers about the incidence and identification of child abuse, and about their responsibility to report all suspected cases. Efforts should be made to develop effective in-service programs, using available community or provincial resources to enhance this knowledge and awareness.

Indicators of Abuse

There are some behaviors on the part of children or parents which may be indicative of abuse. The following list provides some examples which, taken in combination, should alert teachers to this possibility.

1. Sudden changes in a child's behavior, including marked mood swings.

2. Unexplained physical injuries.

3. Hoarding or stealing food.

4. Very early arrivals at or late departures from school.

5. Untreated medical problems.

6. Inadequate clothing.

7. Extreme withdrawal and/or passivity.

8. Parents who
   - are uncooperative with the school.
   - may be abusive and/or aggressive with teachers or principal.
   - consistently fail to keep appointments at school.
   - show little concern for their children.

Reporting Procedures

The Family and Child Service Act (1980) requires that every person who has reasonable grounds to believe that a child is in need of protection report the circumstances immediately to the Superintendent of Family and Child Service (or delegate). The responsibility for investigating such reports rests with Ministry of Human Resources district supervisors or social workers who are so designated. Teachers or other school staff who have "reasonable grounds" are thus required by law to report to the local Ministry of Human Resources office.

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Most school districts have established internal procedures for reporting such suspicions to the principal and Superintendent of Schools, and consulting with the Community Health Nurse. These practices should be encouraged. However, it should be understood that by law responsibility for reporting rests with the person who has reasonable grounds to suspect the abuse.

Investigations

A report to the Ministry of Human Resources will result in an investigation by a social worker who has been delegated by the Superintendent of Family and Child Service. There may be a request to the principal that the social worker be permitted to interview the child at school. It is expected that the procedures to be followed will be mutually agreed to, but it is important to note that the Family and Child Service Act specifically states that an investigating social worker has the right of access to a child in any premises (with a warrant, if necessary).

It should be noted that, as a matter of policy, all allegations of sexual abuse are reported to the police by the Ministry of Human Resources.

When a child is to be interviewed by a social worker at school it is often helpful if the teacher who knows the child best prepares the child for the interview by telling him/her about the social worker and his/her role and the purpose of the interview. This teacher may also introduce the child to the social worker.

A teacher may observe behavioral or other changes in the child following the interview (especially if the child has made disclosures about abuse) and it is very helpful if these observations are passed on to the investigating social worker.

There are, unfortunately, some instances of allegations of abuse by school personnel. These cases must also be reported to the Ministry of Human Resouces as required by the Family and Child Service Act. However these situations will be primarily dealt with by the Superintendent of Schools in terms of standards of practice. For further details on procedures in these cases, see Schools Department Circular 175 (83.01.26).

It should be noted that this circular is not intended to place undue emphasis on this problem area but rather is intended to outline procedures to cover those rare instances where allegations of child abuse are made against school personnel.

Guidelines

Schools can identify, report, and monitor a situation to ensure that a child is indeed receiving necessary protection. Some

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11 83.12.20

reminders are listed below to help in identifying the situation. Identification can itself be preventive in nature.

1) Be familiar with the high risk factors and clues of neglect and abuse. It is up to the teacher to report his/her concerns or suspicions. When the Ministry of Human Resouces receives the report, a social worker will assess the total situation.

2) Children are entitled to adequate care - food, clothing, shelter, medical attention, and safety.

3) Reporting a suspected case of abuse or neglect is not only to protect a child but to help a parent. There are two victims of abuse and neglect...the child and the parent. Be aware of a parent's right to be treated with respect.

4) Do not delay making a report of suspected child abuse or neglect until the end of the school year. Some teachers and/or principals may feel anxious about the care the students are going to receive during the summer. However, referrals made at the last moment in June eliminate the possibility of a positive, supportive and co-operative relationship between the social worker, school and family.

5) When child abuse or neglect is suspected, a case conference should be called including the Community Health Nurse, the Ministry of Human Resources social worker for your area, the school personnel involved with the child and, in addition, any other workers known to be involved with the child and his family from other community agencies such as Mental Health, Corrections, Youth Programs, etc.

6) Encourage staff training in abuse and neglect by involving other community agencies. An understanding of the dynamics of abuse and neglect is crucial to ensure that families receive support and help. An understanding of community agency roles is important to ensure that a child does indeed receive protection and a parent is helped.

7) Parent-Teacher Associations, Community Schools and Adult Education can do much to offer opportunities for discussion and relevant courses on Parenting, Family Life and Child Care.

8) The school's curriculum can also help adolescents to become more adequate as parents by providing Child Development, Family Life, Interpersonal Relations and other related courses. Many schools have resources which go far beyond identifying and reporting. Schools can play a role in prevention of possible child abuse or neglect by helping prepare young people for parenting.

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11 83.12.20

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Interviewing Children

For some of you who work in rural areas or a small town a social worker is not always available. Many teachers are in a position to talk to a child first to see if a report to the Ministry of Human Resources is necessary. Teachers are not responsible for the assessment of an abusive family, however, they are certainly in a position to assist a social worker in the assessment process.

Often it is fairly easy to see if a child is being abused or neglected through observation of unattended medical problems, bruises, inadequate clothing, malnutrition, etc. However, many children do not show visible signs of neglect or abuse. Instead, their conversations alert us to the potential or actual ongoing occurrences. In both instances, when there are indications of possible maltreatment or negligence, you should feel free to talk to a child to verify your concerns.

Interviewing must be done with sensitivity and caution.

It is important to remember that children may be afraid of "authority figures", and often believe that what they say will be disapproved of or cause punishment or rejection. Most children are afraid of betraying their parents - they fear the loss of love or futher punishment. Some children will be embarrassed by a teacher noticing marks and talking about possible neglect or abuse. Children are selfconscious when their parents' adequacies may be questioned. Others (especially young children) may not view themselves as being abused or neglected. Because of limited experiences, vocabulary and consciousness they do not know the care they are given may be inadequate, harsh or abusive.

1) Use a private quiet room; make sure there will be no interruptions.

2) Be "up front"; explain why you wish to talk to him or her. Share with the child your concern about any visible marks, the child's health, safety, etc.

3) Ask only questions which relate to your concerns and the child's condition.

4) Design questions so the child can answer them.

5) Use words that are part of the child's vocabulary.

6) Keep questions short so the child can remember them.

7) Begin with comfortable basic information such as where the child lives, how many brothers and sisters, etc.

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8) Questions should be open-ended so as not to limit the child's response, i.e., "What do your parents do when you have been naughty?" is a more appropriate question than, "Do your parents spank you?" which elicits a yes/no reply.

9) Listen and absorb what the child is trying to tell you.

10) Respect silence; don't rush the child.

11) Do not put words in the child's mouth nor allow your own preconceptions of the child's condition to interfere; many marks can be from accidents, not abuse.

12) If you know, tell the child what is going to happen, and why. For example, explain that the child will be seen by a Community Health Nurse or doctor to make sure he or she is all right, or that a social worker may have to talk to the child and the parents.

Assure the child your conversation and any other necessary interviews will be held in confidence.

Record notes from the interview so that salient information can be recalled at a later date.

If you are in any doubt as to whether or not to report, have your concerns conferenced with other workers in the community to ensure that help is delivered, or to determine that no involvement is necessary.

Effects of Abuse/Neglect on School Age Children

There has been increasing interest and study related to the effects of abuse on school age children. These include significant delays in language and gross motor development, underachievement, poor social skills. (For summary of research see Broadhurt, Diane D. 1980. "THE EFFECT OF CHILD ABUSE AND NEGLECT ON THE SCHOOL-AGED CHILD". In Volpe, R., Breton, M. and Mitton, J., "THE MALTREATMENT OF THE SCHOOL-AGED CHILD". Toronto: D.C. Heath and Company).
Schools can offer help and support to these children by providing:

- in-service to teachers (in conjunction with other community agencies) on indentification and available community resources.
- for special needs by appropriate programming at school.
- emotional support from consistent and caring adults.
- opportunities for the development of positive peer relations.

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Enquiries concerning this circular should be addressed to:

Marilyn Epstein
Director of Special Education, Administration
Division of Special Education
Ministry of Education
7451 Elmbridge Way
Richmond, B.C.
V6X 1B8

PHONE: (604) 278-3433

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